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Techniques; Vocational Education

ABSTRACT

Thirty-two games and simulations relating to consumer education comprise this annotated bibliography designed to aid the teacher of adult basic education students and others in their search for teaching devices. Topics covered in the various simulations include money management, insurance, credit, credit unions, consumer law, consumer frauds, economics, ecology, clothing, housing, automobiles, and decision-making. Each of the 32 games is evaluated for its educational possibilities, student interest, and physical characteristics by an evaluation instrument specifically designed for this purpose. The questions in the evaluation are not weighted, as their importance will vary for each teacher and class. All the games/simulations have been played at least twice by high school students, graduate assistants, and other adults. Information on the publisher, date, cost, suggested number of players, and reading level is also included. (Author/JR)



OS DEPARTMENT OF HEALTH EDUCATION A WELF ARE NATIONAL INSTITUTE OF EDUCATION

MEDICATION

INTRODUCTION

This bibliography of games and simulations is designed to aid the teachers of Adult Basic Education students and others in their search for teaching devices of this kind in the area of consumer education. It consists of the evaluation and an annotation for each game and simulation. For purposes of this study consumer education was defined broadly, and the consumer aspects of many kinds of decisions were considered relevant.

We believe that games and simulations are two separate techniques of teaching and have used the following definitions for each:

game: a contest conducted according to set rules and undertaken

in pursuit of educational (or learning) objectives as well as

for enjoyment.

simulation: a pretense of an actual (or life) situation for the purpose

of attaining some educational objective.

In our search for these games and simulations we contacted publishing companies, manufacturers, developers, and individuals all of whom take a special interest in the use of games and simulations as teaching devices.

The three page evaluation instrument used was designed specifically for this project. The following three sources were consulted for the development of the instrument and some questions were adapted for our use:

Choosing Techniques for Teaching and Learning, Hazel T. Spitze A Guide for Simulation Design, Adair & Foster A Guide for Evaluating Classroom Simulation and Games, George Gaines

The questions in the evaluation instrument are not weighted as their importance will vary for each teacher and class. In general, the more x's in the "yes" column, the better the game. However some of the questions in the instrument may not be extremely important and/or appropriate for all classes. Therefore, it is suggested that teachers read each question and decide which, if any, are not appropriate for their students.

The reading levels for each game are stated at the top of each evaluation and were arrived at through use of the Gunning Formula.

All of the games and simulations included have been played at least twice. Those people who have played include high school students, graduate assistants, and other adults.

We would like to extend our appreciation to all those who have assisted us in this project. A special thanks to John Hatfield, Project Director, Adult Basic Education - Staff Development, Region V, for helping us to obtain many of the games and simulations and to all the publishing companies that sent us complimentary copies of their materials. Also, we would like to thank the graduate assistants and the students of Arthur High School, Arthur, Illinois, for participating in the games and simulations and for sharing with us their observations.



TABLE OF CONTENTS	Money Management	Insurance	Credit	Credit Unions	Consumer Law, Protection	Consumer Frauds	Economics	Foods & Nutrition for Consumers	Ecology	Clothing for	Housing for	Automobiles	Decision Making	Page Number
The Budgeting	×													1
Game Teachers Packet of Business Crossword Puzzles					x									4
The Calorie Game		_						x	,					7
Checkstand			-		 		 	; ;				 		10
The Complaint Game	х							*			-	-	ж	13
Consumer	ж		×		-						-			16
Consumer Redress					х	-				-		 		19
Credit World	х		×		-	-				-	-	 		22
Crossruads							<u> </u>				 		х	25
Pirty Water				-	 	-								28
Ecology							-		x					31
Economic System							×							34
Enterprise			 				x							37
Family Decisions							-				-		×	40
Food - 0				-				×		-	 	 -		43
Humpty Dumpty						-		x			-	 		46
Inflation			-		-		×			-		 		49
Lingo			-									 		52
Managing Your				×			 	х		-		1		55
Money Market	×	X	-		 		×					 		58
The Nutrition	_						 ^	<u> </u>		-		-		61
Game Pink Pebbles				ļ				х		-		 		64
Population	 						x	 			-	-		67
Propaganda			<u> </u>	 		<u> </u>		ļ	<u> </u>	 	-	-		70
Share the Risk	<u> </u>	×	-	 		<u> </u>	<u> </u>		<u> </u>	ļ	<u> </u>	 	×	73
	 	ļ <u>~</u>	ļ	 	ļ <u>.</u>	<u> </u>	<u> </u>	ļ	Ļ	-	 		 	/3



BEST COPY AVAILABLE	Money Management	Insurance	Credit	Credit Unions	Consumer Law, Protection	Consumer Frauds	Economics	Foods & Nutrition for Consumers	Ecology	Clothing for Consumers	Housing for Consumers	Automobiles	Decision Making	Page Number
Sharp Shopper	×							ж		ж	×			76
Smog									х					79
Soup's On								x						82
Swindle						x								85
Wheels	ж	ж	×									x.		88
Women's Lib													ж	91
Yummy Rummy								ж						94



THE BUDGETING GAME

Publ	isher Changing Times Education Service Suggested Number of F					~
Publ	ication Date 1971 *See Student Interest	•				
	\$22.50 Reading Level require	ed t	o re	ad r	ules	8.0
	luded in resource kit Money Management) $-$ Refeding Level require not be purchased separately.	ed t	o pl	ay g	ame	6.0
Can	loc be paranased separacely.		1	i ii	İ	1 1
EDUC	ATIONAL POSSIBLITIES			опемћа		S
1.	Is the information accurate?	No		Sol	x	Yes
2.	Objectives					
	a. Are teaching objectives clear? Not stated.					
etene.	b. Are teaching objectives relevant to targeted student group? No targeted group stated.			ж		
3.	Is gare based on real-life situations and decisions?				ж	
4,	Does winning require knowledge rather than luck?				x	
5.	Does the game improve attitudes toward learning?				x	
6.	Does the game require high levels of cognitive behavior?	1			×	
7.	Timc					
-	a. 1s the time required to play the game reasonable in terms of normal classroom periods (40 min.)?		x			
	b. Can the game be adapted to different time limits easily?	,			×	
	c. Does the errornt of learning justify the time spent in preparing students to play the game?				x	
. .	d. Does the amount of learning justify the time spent in playing the game?				x	
8.	Flexibility					
	a. Can the game be adapted to appeal to different age groups and retain its educational value?		×			
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9.	Does the game teach or test, i.e., can the game be played without background learning?				* * * * * * * * * * * * * * * * * * *	ĸ
10.	Mathematical Calculations	A		the custage of		
	a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				



EDUC.	ATIONAL POSSIBILITIES - Cont'd. b. If math is required, what calculations are used? Addition, subtraction	No	Somewhat		, sey
STUD	ENT INTEREST				
1.	Is the game aesthetically appealing? (colors, artwork, etc.)			×	
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		x		
3.	Is game constructed so competition does not interfere with learning?				x
*4.	Number of Players a. Can the game be played by both individuals and teams?				x
	b. Can all participate actively?				×
	c. Can it be played by only cae? (solitaire version)		×		
	d. Can the game be played without teacher supervision?		ж		
5.	Rules and Directions a. Are the rules and directions concise?			×	
	b. Are the rules and directions fully explanatory of the game?			×	
	c. Are the rules and directions easily understood?			×	
	d. Are suggestions made to the teacher for summarizing the content learned in the game?			ж	
PHY	SICAL CHARACTERISTICS				
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)				x
2.	Use and Durability		 		
	a. Will parts of the game last over a period of time? (Are game parts will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)				x
	b. In use, do the ratts function well?		 		×



РНУ	(SIC)	BEST COPY AVAILABLE CHARACTERISTICS - Cont'd.	CN		Somewhat		Yer	
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)				80	ne c	Ar.
-	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					x	
,	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)			ж			
4.	Con	sumable Materiala			-			1
	a.	Are consumable materials inexpensively replaced?					x	
		Approximate replacement cost of consumable materials Consumable materials may be duplicated.						
	ь.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?		x		- /- /		
	c.	Are playing pieces unlikely to disappear?			x			
5.	Ext	ra Equipment						
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	x					
	b.	If equipment is necessary, what kinds?						

The BUDGETING GAME is included in the resource kit Money Management and cannot be purchased separately. It requires players to make joint decisions about a middle income family and their financial situation. Each round or month the family must draw a situation card and pay accordingly. The object is to satisfy the family's needs and pay for all the expense without going bankrupt. This game is not unnecessarily complex and there is only one form (a budget worksheet) to be filled by the students. Adult students could find this to be a valuable learning device for budgeting and decision making. The variations from month to month are so slight that students may not be stimulated. Most decisions are made in the beginning of the playing.



TEACHER'S PACKET OF BUSINESS CROSSWORD PUZZLES

Puolisher Dr. Peter Yacyk

Puol		Suggested Number of							
Pub1	icacion pace 19/1	*See Student Interes	•				N V		
Cost		Reading Level requir							
		Reading Level requir	ea t	о рія	уg	ame_	7.2		
FDLC	ATIONAL POSSIBILITIES				omewhat				
	Is the information accurate?		No		Som		Yes		
· ·	Is the information accurate:				ν,		x		
2.	Objectives								
	a. Are teaching objectives clear?						ж		
	b. Are teaching objectives relevant to ta group? No targeted group indicated.	rgeted student							
3.	Is game based on real-life situations and	decisions?	×						
4.	Does winning require knowledge rather than	luck?		7					
5.	Does the game improve attitudes toward learning?								
6	Does the game require high levels of cogni	х							
7.	Time								
	a. Is the time required to play the game in terms of normal classroom periods (ж		
	b. Can the game be adapted to different t	ime limits easily?					х		
	c. Does the amount of learning justify the preparing rtudents to play the game?	e time spent in					x		
	d. Does the amount of learning justify the playing the game?	e time spent in					ж		
8.	Flexibility								
	a. Can the game be adapted to appeal to d age groups and retain its educational		x						
	b. Can the game content be changed to mee different ability levels within age gr its educational value?		x						
9.	Does the game teach or test, i.e., can the without background learning?	game be played	×						
10.	Mathematical Calculations								
	a. Is the game constructed so as to elimi for mathematical calculations?	nate the need					x		
			 		~	 -			



EDUC	ATIONAL POSSIBILITIES - Cont'd. b. If math is required, what calculations are used?	NO.		Somewhat		Yes
STUD	ENT INTEREST					
1.	Is the game aesthetically appealing? (colors, artwork, etc.)			×		
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3.	Is game constructed so competition does not interfere with learning?					×
*4.	Number of Players					
-	a. Can the game be played by both individuals and teams?					x
	b. Can all participate actively?					ж
	c. Can it be played by only one? (solitaire version)					х
	d. Can the game be played without teacher supervision?					ж
5.	Rules and Directions a. Are the rules and directions concise? None given					
	b. Are the rules and directions fully explanatory of the game?					
	c. Are the rules and directions easily understood?					
	d. Are suggestions made to the teacher for summarizing the content learned in the game?		x			
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					×
	b. In use, do the parts function well?					х

РНУ	SICA	AL CHARACTERISTICS - Cont'd.	No		Somewhat	Yes	
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
	ಚ.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				so x	ne of them
	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)				×	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)			×		
4.	Con	sumable Materials			-		
	a.	Are consumable materials inexpensively replaced? Teacher may duplicate consumable materials.				x	
		Approximate replacement cost of consumable materials					
	b.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?		×			•
	c.	Are playing pieces unlikely to disappear?				x	
5.	Ext	ra Equipment				 	
	æ .	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	×				
	b.	If equipment is recessary, what kinds? Duplicating machine needed for copies of consumable materials.					

The TEACHERS PACKET O' BUSINESS CROSSWORD PUZZLES contains eleven puzzles each concerned with a different area. Those puzzles most directly related to consumer education are Credit, Consumer Protection, Money and Banking, and Consumer and the Law, although the latter is quite technical. Each crossword puzzle consists of approximately ninety terms ranging from basic, simple concepts to relatively difficult ones. A teacher of Adult Basic Education students could omit the more difficult terms from the puzzles to make them more workable for the students.



ויות זיות	CALORIE	\sim 1 \sim
1 11 11	1 : A 1 : I 1st 1 : Ist	I JA MIH

Publisher Graphics Co.	Players 1-6								
Publication Date 1972	Danding Lovel worki								
Cost \$9.95 postpaid (If purchas ith one copy of the Nutrition Gam 18.75.)	cu				•				
EDUCATIONAL POSSIBILITIES 1. Is the information accurate?	BEST COPY AVAILABLE	No		Somewhat		Yes			
2. Objectives a. Are teaching objectives	clear?			·		X			
b. Are teaching objectives	relevant to targeted student suited but suitable for	-				x			
3. Is game based on real-life s						x			
4. Does winning require knowled	ge rather than luck?					x			
5. Does the game improve attitu	des toward learning?					ж			
6. Does the game require high 1	evels of cognitive behavior?					×			
7. Time	•								
a. Is the time required to in terms of normal class						×			
b. Can the game be adapted	to different time limits easily?					ж			
c. Does the amount of learn preparing students to pl	ing justify the time spent in ay the game?					x			
d. Does the amount of learn playing the game?	ning justify the time spent in					x			
8. Flexibility									
 a. Can the game be adapted age groups and retain it 						×			
	changed to meet the needs of within age groups and retain					×			
9. Does the game teach or test without background learning?	, i.e., can the game be played					x			
10. Mathematical Calculations									
a. Is the game constructed for mathematical calcula	so as to eliminate the need ations?	x							



EDUC.	ATIONAL POSSIBILITIES - Contid. b. If math is required, what calculations are used? Subtraction	ON	Somewhat	Yes
STUD	ENT INTEREST			
1.	Is the game aesthetically appealing? (colors, artwork, etc.)			×
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?			x
3.	Is game constructed so competition does not interfere with learning?			×
*4.	Number of Players			
	a. Can the game be played by both individuals and teams?			×_
	b. Can all participate actively?			×
	c. Can it be played by only one? (solitaire version)			ж
-	d. Can the game be played without teacher supervision?			x
5.	Rules and Directions			
	a. Are the rules and directions concise?			×
	b. Are the rules and directions fully explanatory of the game?			ж
	c. Are the rules and directions easily understood?			×
	d. Are suggestions made to the teacher for summarizing the content learned in the game?			×
PHY	SICAL CHARACTERISTICS			
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)			×
2.	Use and Durability			-
	a, Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)			×
	b. In use, do the parts function well?		 	 ×



PH	YSIC	AL CHARACTERISTICS - Cont'd.	No		Somewha		Yes	
3.	Phy	ysically Hondicapped (Blind, Spastic, Deaf, Paraplegic)						
	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, threw and/or read dice, move tokens, stc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				801	ne c	n
	b.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x	
	c.	Could a physically handicopped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						
4.	Cor	sumable Materials	 				×	
	a.	Are consumable materials inexpensively replaced? Consumable materials may be duplicated.					×	
		Approximate replacement cost of consumable materials						
	b.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					<i>x</i>	
فوهيز ال ه	c.	Are playing pieces unlikely to disappear?	 		×		<u> </u>	
5.	Ext	ra Equipment		 		-		
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	×					
	b.	If equipment is necessary, what kinds? Duplicating machine needed for consumable materials.						

Players of THE CALORIE GAME have the option of buying foods which they land on in order to acquire one hundred percent of all eight nutrient. The foods are purchased with calories. Players not only become acquainted with caloric values of the foods but also the nutritional value. This game is adaptable for different ages and ability levels of students. Included in the same are suggestions for different methods of play, a solitaire version, and principles of nutrition which the game can teach. Most Adult Basic Education students could easily play THE CALORIE GAME and learn a great deal of information about nutrition.

CHECKSTAND

Suggested Number of Players 2-4

Publisher Washington State University

Pub1	ication Date n.d. *See Student Interes	t, q	uest	ion	4	
Cost	? Reading Level requir	ed t	o re	ad r	ules	5.2
	Reading Level requir	ed t	o pl	ay g	ame_	6.1
	ATIONAL POSSIBILITIES Is the information accurate?	No		Somewhat		x Yes
2.	Objectives					
	a. Are teaching objectives clear? Not stated.					
	b. Are teaching objectives relevant to targeted student group? Suitable for most groups and adults.				x	
3.	Is game based on real-life situations and decisions?					х
4.	Does winning require knowledge rather than luck?				ж	
5.	Does the game improve attitudes toward learning?					×
6.	Does the game require high levels of cognitive behavior?				×	
7.	Time					
****	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?		×			
	b. Can the game be adapted to different time limits easily?					ж
	c. Does the amount of learning justify the time spent in preparing students to play the game?				×	
	d. Does the amount of loarning justify the time spent in playing the game?				x	
8.	Flexibility					
-	a. Can the game be adapted to appeal to different age groups and retain its educational value?		×			
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?				x	
9.	Does the game tonch on test, i.e., can the game be played without background learning?	_				х
10.	Mathematical Calculations					
	a. Is the game constructed ac as to eliminate the need for mathematical calculations?	x				
						ونننته عسي



EDUC	ATIONAL POSSIBILITIES - Cont'd. b. If math is required, what calculations are used? Addition, subtraction, multiplication	i) id	Somewhat		Yes
STUD	ENT INTEREST				
1.	Is the game aesthetically appealing? (colors, artwork, etc.)			x	
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?			x	
3.	Is game constructed so competition does not interfere with learning?				ж
*4.	Number of Players a. Can the game be played by both individuals and teams?	-			x
	b. Can all participate actively?				x
	c. Can it be played by only one? (solitaire version)				x
	d. Can the game be played without teacher supervision?			×	
5.	Rules and Directions a. Are the rules and directions concise?				×
~~~	b. Are the rules and directions fully explanatory of the game?		 		Ţ
	c. Are the rules and directions easily understood?				ж
	d. Are suggestions made to the teacher for summarizing the content learned in the game?	ж			
PHY	SICAL CHARACTERISTICS				
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)				x
2.	Use and Durability		 		
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)				ж
*****	b. In use, do the parts function well?		 ******		×



РНЧ	SICA	L CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
3.		sically Handicapped (Blind, Spantic, Deef, Paraplegic)		*				
		Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person is necessary, would the game then be playable to the handicapped?)					so:	ne can
	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x	
•	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					×	
4.	Con	sumable Materials						
	a.	Are consumable materials inexpensively replaced?			,			
		Approximate replacement cost of consumable materials  No instruction giver to replacement of consumable  materials.						
	ъ.	Could a quick substitution be made for each part of the game if the need would axise? Or can the game be played with missing parts?					x	•
	c.	Are playing pieces unlikely to disappear?		-	-	1		1
5.	Ext	ra Equipment			×		1	
	a.	Is the game constructed as no to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					×	
	ъ.	If equipment is necessary, what kinds?						
		<u> </u>	Y / /	1//	71 / /	/\	N / /	I

CHECKSTAND is a game about food buymanship in which players chose one of six families and buy their weekly grocaries. To win players must buy enough food to satisfy the number of servings needed in much of the daily flour food groups plus staples without spending more than the allotted emount of money. CHECKSTAND is a flexible game and can familiarize students with the four food groups, number of servings (not size of servings), and comparison shopping. Most Adult Basic Education students would find CHECKSTAND to be relatively easy to play and understand. Gray areas represent "danger" items such as digarettes, been, onc. Reveren, some nutritional foods such as milk, are listed in them and this could confuse players.



Pub1:		gested Number of	•	_		<del></del>	
Pub1	ication Date 1974	e Student Interes	_				
	\$22.50 included in resource kit	ding Level require					
	ey Management and cannot be purchased Read arately.	ding Level require	ed to	o pla	ay g	ате_	×
			1		at	İ	1
enuc/	ATIONAL POSSIBILITIES				ошеwhat		
	Is the information accurate?		02		Son		Yes
1.	is the intotaction accurace:						ж
2.	Objectives						
	a. Are teaching objectives clear? None stat	ed					
	b. Are teaching objectives relevant to targe	ted student					
	group? No targeted group stated but rel	evant to most				x	
3.	Is game baced on real-life situations and dec						x
4.	Does winning require knowledge rather than lu	ck? No winner.					
5.	Does the game improve attitudes toward learni	ng?				×	
6.	Does the gene require high levels of cognitiv	e behavior?					x
7.	Time						
	a. Is the time required to play the game rea	sonable					
	in terms of normal classroom periods (40	min.)?					×
	b. Can the game be adapted to different time	limits easily?					×
	c. Does the amount of learning justify the to preparing students to play the game?	ime spent in			x.		
			-	-	-		
	d. Does the amount of learning justify the t playing the game?	ime spent in			ж		
8.	Flexibility						
	a. Can the game be adapted to appeal to diff age groups and retain its educational val						x
*****	b. Can the game content be changed to meet t						
	different ability levels within age group its educational value?	s and retain		×			
9.	Does the game teach or test, i.e., can the gawithout background learning?	ame be played					×
10.	Mathematical Calculations	and we have the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the st					
	a. Is the game constructed so as to eliminate for mathematical calculations?	te the need					X
			سوحه يحلب			-	فعوريها لاءه



EDUC	ATIONAL POSSIBILITIES ~ Cont'd.  b. If math is required, what calculations are used?	NO .	Somewhat	///	Yes
STUD	ENT INTEREST				
1.	Is the game aesthetically appealing? (colors, artwork, etc.)		×		
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x
3.	Is game constructed so competition does not interfere with learning?				×
*4.	Number of Players  a. Can the game be played by both individuals and teams?		×		
	b. Can all participate actively?				ж
	c. Can it be played by only one? (solitaire version)	×			
	d. Can the game be played without teacher supervision?		×		
5.	Rules and Directions  a. Are the rules and directions concise?				×
	b. Are the rules and directions fully explanatory of the game?				v
	c. Are the rules and directions easily understood?				×
	d. Are suggestions made to the teacher for summerizing the content learned in the game?				×
PHY	SICAL CHARACTERISTICS				
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)				×
2.	Use and Durability				
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the unability of the game?)				x
*****	b. In use, do the parts function well?				×
-			 L	l	ł



PHY	SICA	L CHARACTERISTICS - Cont'd.  BEST COPY AVAILABLE	No		Somewh		Yes	
3.	Phy	sically Handicapped (Blind, Spastic, Deal, Paraplegic)						
	<b>a.</b>	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				80	ne c	an
1	ь.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					×	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						
4.	Con	sumable Materials	1	//	1	1	1	1
•	4.	Are consumable materials inexpensively replaced?						1
		Approximate replacement cost of consumable materials						
منسيد	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?			//	//	×	
******	c.	Are playing pieces unlikely to disappear?					×	1
5.	Ext	ra Equipment	<b>†</b>		<b> </b>		Î	1
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					×	
chrom	ъ.	If equipment is necessary, what kinds?	1//	1//	1	17	17	1

THE COMPLAINT GAME is a role playing simulation about handling complaints. In each round the customer may complain to only three of the six store personnel in attempting to settle his complaint. For maximum learning students must be good at role playing since all the dialogue and action are created by the players. THE COMPLAINT GAME is simply a role playing situation and since there is no winner or actual contest, might not by our definition be called a game. It is included in the Resource Kit and cannot be purchased separately.

CONSUMER

Pub1		d Number of					14
Pub l	lication Date 1967, 1969 *See Stu	ident Interes	t, q	uest	ion	4	
Cost	\$30.00 Reading	Level requir	ed t	o re	ad r	ules	8
	Reading	Level requir	ed t	o pl	ay g	same_	7.3
7 3116	AMTOWAY DOGGTDTY YOUR	:			Somewhat		
	CATIONAL POSSIBILITIES		S S		oge		Yes
1.	Is the information accurate?		Z		S		x
2.	Objectives						
	a. Are teaching objectives clear?						x
	b. Are teaching objectives relevant to targeted s group?	tudent					ж
3.	Is game based on real-life situations and decision	18?					x
4.	Does winning require knowledge rather than luck?					-	ж
5.	Does the game improve attitudes toward learning?			-			
6.	Does the game require high levels of cognitive beh	avior?			-		х
7.	Time		<b></b> -		<b> </b>	-	×
	a. Is the time required to play the game reasonab in terms of normal classroom periods (40 min.)	le ?	x				
	b. Can the game be adapted to different time limi	ts easily?					x
•	c. Does the amount of learning justify the time s preparing students to play the game?	pent in				ж	
	d. Does the amount of learning justify the time s playing the game?	pent in					ж
8.	Flexibility						
	a. Can the game be adapted to appeal to different age groups and retain its educational value?						x
	b. Can the game content be changed to meet the ne different ability levels within age groups and its educational value?	eds of retain				ж	
9.	Does the game teach or test, i.e., can the game be without background learning?	played		-			x
0.	Mathematical Calculations						
	a. Is the game constructed so as to eliminate the for mathematical calculations?	need	x				



EDUCATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?  Addition, subtraction; Calculations of interest rates.	No		Somewhat		Ÿes
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3. Is game constructed so competition does not interfere with learning?					ж
*4. Number of Players  a. Can the game be played by both individuals and teams?					×
b. Can all participate actively?					×
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?		x			
5. Rules and Directions  a. Are the rules and directions concise?	×				
b. Are the rules and directions fully explanatory of the game	?		-		х
c. Are the rules and directions easily understood?	-	×			
d. Are suggestions made to the teacher for summarizing the content learned in the game?					х
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)	.e				×
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?				1	×



РНХ	SICA	AL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes		
3.		vsically Handicapped (Blind, Spastic, Deaf, Paraplegic)							
		Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					so x	me c	an
	<b>b.</b>	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)				x			
,	ç.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)							•
4.	Con	asumable Materials							
	a.	Are consumable materials inexpensively replaced?		×					
		Approximate replacement cost of consumable materials l packet (includes 1-2 pads of all consumable materials) costs \$7.00.						1	
استحفيت	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				ж			
<u>*-</u>	c.	Are playing pieces unlikely to disappear?			×			1	
5.	Ext	ra Equipment	1					1	
		Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					×		
	ъ.	If equipment is necessary, what kinds?							,

CONSUMER is a detailed game in which the players must decide what to purchase, when to purchase the items, and method of payment. It requires a great deal of teacher preparation time and student preparation time because of its complexity. The game teaches valuable lessons on installment buying, credit, and budgeting all of which are particularly relevant to adult students. However, it could possibly be too involved and difficult for some Adult Basic Ed. students.

CONSUMER	REDRESS
COMOUNT	KEUKEJA

(adaptation for fewer

Publishe	r Changing Times Education Se	rvice
Publicat	ion Date 1971	
Cost \$6	2.50 (Entire Resource Unit)	

Suggested Number o Players 15 + is possible; *See Student Interest, question 4

Reading Level required to read rules 10.3
Reading Level required to play game 6.4

EDUC	CATIONAL POSSIBILITIES			omewhat		
1.	Is the information accurate?	No No		Som		× Yes
2.	Objectives					
	a. Are teaching objectives clear?					х
,	b. Are teaching objectives relevant to targeted student group? relevant to about any group of youth and adults.	,				ж
3,	Is game based on real-life situations and decisions?					×
4.	Does winning require knowledge rather than luck?				-	×
5.	Does the game improve attitudes toward learning?				x	
6.	Does the game require high levels of cognitive behavior?				x	
7.	Time					
	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
	b. Can the game be adapted to different time limits easily?				x	
	c. Does the amount of learning justify the time spent in preparing students to play the game?					ж
	d. Does the amount of learning justify the time spent in playing the game?					ж
8.	Flexibility					
	a. Can the game be adapted to appeal to different age groups and retain its educational value?					×
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?		x			
9.	Does the game teach or test, i.e., can the game be played without background learning?					x
10.	Mathematical Calculations					
	a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

EDUC	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?	o _N		Somewhat	//	Yes
STUD	ENT INTEREST					
1.	Is the game aesthetically appealing? (colors, artwork, etc.)				×	
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3.	Is game constructed so competition does not interfere with learning?				ж	
*4.	Number of Players  a. Can the game be played by both individuals and teams?					x
	b. Can all participate actively?					x
	c. Can it be played by only one? (solitaire version)		×	x		
<del>*</del> 11 <u> </u>	d. Can the game be played without teacher supervision?					х
5.	Rules and Directions					
	a Are the rules and directions concise?					x
	b. Are the rules and directions fully explanatory of the game?					х
	c. Are the rules and directions easily understood?					х
	d. Are suggestions made to the teacher for summarizing the content learned in the game?					х
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
	b. In use, do the parts function well?					х



		BEST COPY AVAILABLE	1	1			! <b>!</b>	i
рну	'SICA	L CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
	<b>a.</b>	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				801	ne c	n
,	b.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					×	
	, c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)			ж			
4.	Con	sumable Materials						1
	a.	Are consumable materials inexpensively replaced?					×	
		Approximate replacement cost of consumable materials						
	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				×	//	-
	c.	Are playing pieces unlikely to disappear?				×	<b>—</b>	1
5.	Ext	ra Equipment		<b></b>		-		1
	<b>a.</b>	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	×					
	b.	If equipment is necessary, what kinds? Duplicating macine needed for copies of some forms.						1

CONSUMER REDRESS is included in Consumer Law, Rights and Responsibilities, a resource kit for consumer education and cannot be purchased separately. The players of CONSUMER REDRESS attempt to redress a variety of grievances and therefore learn of the many different channels of appeal and begin to associate types of grievances with their specific appeal channel(s). This is an excellent game which is extremely relevant and beneficial to both youth and adults. Background knowledge of the various agencies is very beneficial to players. If students read below 6th grade level teachers can rewrite cards for lower reading levels.

## CREDIT WORLD

Pub1	lisher Scholastic Magazine Suggested Number of					_
Pub1	lication Date 1970 *See Student Intere	•				
Cost	? Reading Level requi					
	Reading Level requi	red t	o pl	ay g	ame_	7.1
		}		hat		
EDUC	CATIONAL POSSIBILITIES			omewhat		S
1.	Is the information accurate?	No	×	So		Yes
2.	Objectives					
	a. Are teaching objectives clear?					x
	b. Are teaching objectives relevant to targeted student group? No targeted group stated.					
3.	Is game based on real-life situations and decisions? few decisions required.			ж		
4.	Does winning require knowledge rather than luck?		x			
5.	Does the game improve attitudes toward learning?		-	×		
6.	Does the game require high lovels of cognitive behavior?		×			
7.	Time					
	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					ж
	b. Can the game be adapted to different time limits easily?				х	
	c. Does the amount of learning justify the time spent in preparing students to play the game?		ж			
	d. Does the amount of learning justify the time spent in playing the game?		х			
8.	Flexibility					
	a. Can the game be adapted to appeal to different age groups and retain its educational value?			×		
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?		×			
9.	Does the game teach or test, i.e., can the game be played without background learning?					ж
10.	Mathematical Calculations					
	a. Is the game constructed was an to eliminate the need for mathematical calculations?	×				
***************************************			<del></del>	<del> </del>		ļ <del></del>



EDUC	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?  simple addition and substraction	No		Somewhat		Yes
STUD	ENT INTEREST					
1.	Is the game aesthetically appealing? (colors, artwork, etc.)				×	
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?			×		
3.	Is game constructed so competition does not interfere with learning?					x
*4.	Number of Players  a. Can the game be played by both individuals and teams?		×			
	b. Can all participate actively?					×
	c. Can it be played by only one? (solitaire version)	×				
	d. Can the game be played without teacher supervision?				×	
5.	Rules and Directions  a. Are the rules and directions concise?					ж
	b. Are the rules and directions fully explanatory of the game?					ж
	c. Are the rules and directions easily understood?					ж
	d. Are suggestions made to the teacher for summarizing the content learned in the game?		x			
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
******	b. In use, do the parts function well?		x			
		جينست آب				أحسسا



Are consumable materials inexpensively replaced?  Approximate replacement cost of consumable materials  No materials are sonsumable  Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?  Are playing pieces unlikely to disappear?  Extra Equipment  Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?			<u>*</u>		x	
Are consumable materials inexpensively replaced?  Approximate replacement cost of consumable materials  No materials are sonsumable  Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?  Are playing pieces unlikely to disappear?			<u>×</u>		*	
Are consumable materials inexpensively replaced?  Approximate replacement cost of consumable materials  No materials are sonsumable  Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					*	
onsumable Materials  Are consumable materials inexpensively replaced?  Approximate replacement cost of consumable materials  No materials are sonsumable  Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played						
onsumable Materials  Are consumable materials inexpensively replaced?  Approximate replacement cost of consumable materials						
onsumable Materials  . Are consumable materials inexpensively replaced?						
	///	///	[	///	<i>[]</i>	
. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						
Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x	
					x som	e can
						_
CAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
	(I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)	hysically Handicapped (Blind, Spastic, Deaf, Paraplegic)  Could a physically handicapped person play the game?  (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)	hysically Handicapped (Blind, Spastic, Deaf, Paraplegic)  Could a physically handicapped person play the game?  (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)	hysically Handicapped (Blind, Spastic, Deaf, Paraplegic)  Could a physically handicapped person play the game?  (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)	hysically Handicapped (Blind, Spastic, Deaf, Paraplegic)  Could a physically handicapped person play the game?  (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)	hysically Handicapped (Blind, Spastic, Deaf, Paraplegic)  Could a physically handicapped person play the game?  (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)  X

CREDIT WORLD is designed to teach the basic concepts and uses of credit. However, few if any decisions are required of each player and one procedure in the game, i.e. one cash unit being worth 10 credit units, could lead to confusion. Also, credit units are redeemed at the end of the game at the same rate at which they were purchased. Therefore, credit seems not to cost anything. High school and Adult Basic Foundation students might find this game interesting at first but might become bored since it is based on luck. The game does provide situations in which are presented a variety of the uses of credit buying.

CR	OS.	SR	MΔ	DS	
O IV	$\mathbf{v}$	21	.Va		

minimum probably 2	mini	mum	probably	2
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Publisher Mazin-Wycoff Co., Inc.	<del>part the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of </del>					mum
Publication Date 1971	*See Student Interes	•				0 2
Cost \$20.00	Reading Level require					
	Reading Level requir	ed to	o pl	ay g	ame_	5,8
				czewhat		
EDUCATIONAL POSSIBILITIES  1. Is the information accurate	?	No		Sca		x Yes
2. Objectives						
a. Are teaching objectives	clear? Not stated					
b. Are teaching objectives group? No targeted group school age or s	relevant to targeted student up stated but suitable for high lightly older.	•		x		
3. Is game based on real-life	situations and decisions?					x
4. Does winning require knowle	edge rather than luck? No winner.					
5. Does the game improve attit	udes toward learning?				ж	
6. Does the game require high	levels of cognitive behavior?					ж
7. Time						
•	play the game reasonable sproom periods (40 min.)?		×			
b. Can the game be adapted	to different time limits easily?				x	
c. Does the amount of lear preparing students to p	ning justify the time spent in play the game?				×	
d. Does the amount of lear playing the game?	rning justify the time spent in				x	
8. Flexibility						
a. Can the game be adapted age groups and retain i		x				
<del>-</del>	changed to meet the needs of suithin age groups and retain		ж			
9. Does the game teach or test without background learning	; i.e., can the game be played					x
10. Mathematical Calculations						
a. Is the game constructed for mathematical calcul	s so as to eliminate the need lations?					×



EDUC	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?	ON		Somewhat		Yes
•				1		
STUD	ENT INTEREST					
1.	Is the game sesthetically appealing? (colors, artwork, etc.)				×	
2.	Does it appear chat students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3.	Is game constructed so competition does not interfere with learning?				×	
*4.	Number of Flayers  a. Can the game be played by both individuals and teams?					×
	b. Can all participate actively?					×
	c. Can it be played by only one? (solitaire version)			×		
,	d. Can the game be played without teacher supervision?		×			
5.	Rules and Directions					
	a. Are the rules and directions concise?					х
	b. Are the rules and directions fully explanatory of the game?					x
	c. Are the rules and directions easily understood?					x
	d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to other? (Is it self-contained? Can it fit into file cabinate, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of Jurable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the unability of the game?)					×
	b. In use, do the parts function well?		×			
	###	أوسيسوا				



		BEST COPY AVAILABLE			Somewhat			
PHY	SICA	AL CHARACTERISTICS - Cont'd.	NO		Son		Yes	
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)				 		
	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				·	some	car
1	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					×	
	. c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)			x			
4.	Con	sumable Materials	///	//	<i>//</i> /	1/	///	
	e.	Ave consumable materials inexpensively replaced?		<b>/</b> //				
		Approximate replacement cost of consumable materials						
	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?		×			//	
	c.	Ara playing pieces unlikely to disappear?			×			
5.	Ext	ra Equipment		-	-			
	a.	Is the game constructed so as to eliminate the need for entra equipment such as overhead projectors, filmstrip machine, etc.?	×			1		
	ъ.	If aquipment is necessary, what kinds? Overhead projector						
				<del></del>	<u> </u>	<u> </u>	1./_/_	1

CROSSECADS in included in the unit "Priorities, Decisions, Security" which also contains a teacher guide, two filmstrips, and a record. Players simulating high school students make decisions concerning their future work, further education, or other goals. Throughout the game players are making decisions so as to reach their choice of the set of six goals available. At several points in the game, players have two to four options some of which might such to lead to unreasonable consequences. This aspect may limit usefulness and realism of the game. CROSSROADS could be useful to students of varying ages in teaching them decision making, goal attainment, etc.



Dirty Water

Suggested Number of Players 2-4

Publisher Urban Systems Inc.

Pub1	lication Date 1970	*See Student Interes	st, q	uest	ion	4	
	\$10.00	Reading Level requir	ed t	o re	ad r	ules	8.1
		Reading Level requir	ed t	o pl	ay g	ame_	7.3
	CATIONAL POSSIBILITIES  Is the information occurate?		No		Somewhat		× Yes
2.	Object:ves						
	a. Are teaching objectives clear?						x
	b. Are teaching objectives relevant to group? No targeted group stated b ages.	targeted student ut suitable for most					
3.	Is game based on real-life situations a	and decisions?			x		
4.	Does winning require knowledge rather t	han luck?				×	
5.	Does the game impreve attitudes toward	learning?					ж
6.	Does the game require high levels of co	ognitive behavior?					ж
7.	Time						
	a. Is the time required to play the gain terms of normal classroom period			x			
	b. Can the geme be adapted to differen	t time limits easily?				ж	
	c. Does the amount of learning justify preparing students to play the game					ж	
	d. Does the amount of learning justify playing the game?	the time spent in				ж	
8.	Flexibility						
	a. Can the game be adapted to appeal tage groups and retain its education				x		
	b. Can the game content be changed to different ability levels within age its educational value?				×		
9.	Does the game teach or test, i.e., can without background learning?	the game be played					x
10.	Mathematical Calculations						
	a. Is the game constructed sq as to elfor mathematical colculations?	iminate the need	x				
				<del>,</del>		-	4



EDUCA	TIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?  addition, substraction	No	•	Somewhat		Yes
	Addition, substitution					
	NT INTEREST					
	Is the game aesthetically appealing? (colors, artwork, etc.)			<del></del>		×
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					×
3.	Is game constructed so competition does not interfere with learning?				×	
*4.	Number of Players					
	a. Can the game be played by both individuals and teams?					X
	b. Can all participate actively?					×
	c. Can it be played by only one? (solitaire version)	×				
	d. Can the game be played without teacher supervision?				x	
5.	Rules and Directions  a. Are the rules and directions concise?		×			
	b. Are the rules and directions fully explanatory of the game?					x
	c. Are the rules and directions easily understood?					x
-	d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					×
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					×
<del></del>	b. In use, do the parts function well?					×

And the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of th				omewhat		es		
PHY	PHYSICAL CHARACTERISTICS - Cont'd.		No		Sc		Δ	
3.	Phy	sically Handicepped (Blind, Spastic, Deaf, Paraplegic)						
	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				/ so	ne c	an
	b.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					×	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						
4.	Con	sumable Materials	//			//	77	
	a.	Are consumable materials inexpensively replaced?						
		Approximate replacement cost of consumable materials No consumable materials.						
	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				×		
	c.	Are playing pioces unlikely to disappear?		×				1
5.	Ext	ra Equipment						
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					×	
	ъ.	If equipment is recessary, what kinds?						1
			VII	1//	1 / /	4 / /	1 / /	1

DIRTY WATER is designed to familiarize players with the problems of water pollution. Players assume the role of Cormissioner of Water Pollution and must avoid pollution thus enabling them to stock their lake with plants and fish. Players must manage finances, try to avoid overpopulation of plants and fish, and must anticipate pollution of their lakes and pollution from neighboring lakes upstream. More luck is involved in the winning of the game than decision making or knowledge. However, people interested in pollution would find it fun to play and gain some understanding of the difficulties in the control of their pollution. DIRTY WATER is related to consumer education in that consumer decisions affect water pollution.

EC	'n	1 /	1	v
- EU	u.	L/L	Λз	ı

Publisher_Urban Systems, Inc.

Publisher Urban Systems, Inc. Suggested Number of						<del></del>	
	reaction bace 3270	*See Student Interest, question 4  Reading Level required to read rules 5.6  Reading Level required to play game 8.0					
Cost							
	. Keaging Level reduits	3Q C	o br	ву В		0.0	
EDUC.	ATIONAL POSSIBILITIES			Somewhat			
	Is the information accurate?	No		Som	x	Yes	
2.	Objectives						
	a. Are teaching objectives clear?	X					
	b. Are teaching objectives relevant to targeted student group? Unsure of teaching objectives.	٠?					
3.	3. Is game based on real-life situations and decisions?						
4.	. Does winning require knowledge rather than luck?				,		
5.	Does the game improve attitudes toward learning?						
6.	Does the game require high levels of cognitive behavior?						
7.	Time						
	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x					
	b. Can the game be adopted to different time limits easily?				×		
	c. Does the amount of learning justify the time spent in preparing students to play the game?		×				
	d. Does the amount of learning justify the time spent in playing the game?		×				
8.	Flexibility						
	a. Can the game be adapted to appeal to different age groups and retain its educational value?	×					
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	×					
9.	Does the game teach or test, i.e., can the game be played without background learning?					×	
10.	Mathematical Calculations						
	a. Is the game constructed so as to eliminate the need for mathematical calculations?	ж					



EDUCA	TIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?  Addition. subtraction	ON		Somewhat		Yes
STUDE	ENT INTEREST					
1.	Is the game aesthetically appealing? (colors, artwork, etc.)					×
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		ж			
3.	Is game constructed so competition does not interfere with learning?				x	
*4.	Number of Players					
	a. Can the game be played by both individuals and teams?					
<b></b>	b. Can all particips: actively?					x
	c. Can it be played by only one? (solitaire version)	x				
	d. Can the game be played without teacher supervision?	-			×	
5.	Rules and Directions  a. Are the rules and directions concise?				×	
:	b. Are the rules and directions fully explanatory of the game?		ж			
<del></del>	c. Are the rules and directions easily understood?		x			
	d. Are suggestions made to the teacher for summarizing the content learned in the same?	ж				
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					ж
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usubility of the game?)					×
<del></del>	b. In use, do the parts function well?				1	×



PHY	'SICA	L CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				80	ne c	A.
,	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					ж	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)			ж			
4.	Con	sumable Materials	1//	7	//	7	17	1
	a.	Are consumable materials inexpensively replaced?		//	//		<b>//</b> /	
		Approximate replacement cost of consumable materials						1
	b.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				×		
	c.	Are playing pieces unlikely to disappear?		×				1
5.	Ext	ra Equipment						1
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					×	
	ъ.	If equipment is necessary, what kinds?						1

ECOLOGY is a game in which players "try to achieve a balance between man's activities and the natural environment, while advancing through the four Ages of Development; Hunting, Agricultural, Industrial, and Environmental." The game requires only luck and no knowledge in winning; thus, the players have little or no control over situations. In general, the game seems to be primarily for entertainment and/or consciousness raising. Its relation to consumer education is that consumer decisions can affect the environment.

Economic System Publisher Western Publishing Company Suggested Number of Players *See Student Interest, question 4 Publication Date 1965, 1969 Reading Level required to read rules 10.2 Cost \$25.00 Reading Level required to play game 9.1 omewha EDUCATIONAL POSSIBILITIES 1. Is the information accurate? X 2. Objectives a. Are teaching objectives clear? X b. Are teaching objectives relevant to targeted student group? No targeted group is stated but seems geared for higher academic ability students Is game based on real-life nituations and decisions? X 4. Does winning require knowledge rather than luck? X Does the game improve attitudes toward learning? x 6. Does the game require high levels of cognitive behavior? x 7. Time a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)? b. Can the game be adapted to different time limits easily? X c. Does the amount of learning justify the time spent in preparing students to play the game? d. Does the amount of learning justify the time spent in playing the game? Flexibility Can the game be adapted to appeal to different age groups and retain its educational value? X Can the game content be changed to meet the needs of different ability levels within age groups and retain



its educational value?

without background learning?

for mathematical calculations?

10. Mathematical Calculations

Does the game teach or test, i.e., can the game be played

a. Is the game constructed so as to eliminate the need

x

X

x

EDUCA	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?  addition, subtraction	No		Somewhat		Yes
STUD	ENT INTEREST					
1.	Is the game aesthetically appealing? (colors, artwork, etc.)					x
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor:			x		
3.	Is game constructed so competition does not interfere with learning?				×	
*4.	Number of Players  a. Can the game be played by both individuals and teams?		_			x
*********	b. Can all participate actively?					×
	c. Can it be played by only one? (solitaire version)	x				
	d. Can the game be played without teacher supervision?		x			
5.	Rules and Directions  a. Are the rules and directions concise?		x			
	b. Are the rules and directions fully explanatory of the game?					х
	c. Are the rules and directions easily understood?		x			
	d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					×
	b. In use, do the parts function well?					ж
	-	<b></b>		J		



РНҮ	SICA	L CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	•
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				ន០	ne ca	ar
	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)				×		
	C.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						
4.	Con	sumable Materials		7-7				ĺ
	a.	Are consumable materials inexpensively replaced?		х				
		Approximate replacement cost of consumable materials  1 packet (2 pads of score sheets and 2 pads price charts)  \$2.50. Payments must accorpany orders of less than  \$20.00.						
	Ն.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				×		
	c.	Are playing pieces unli'ely to disappear?						
5.	Ext	ra Equipment						
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x	
	b.	If equipment is necessary, what kinds?						

ECONOMIC SYSTEM "simulates the interrelationships of a competitive economic system."

According to publishers students can learn such concepts as the "interdependence of the various economic roles in a society and the fact that the value of money depends entirely on the prices of goods and labor." Players assume one of the three roles of worker, manufacturer, and farmer. In each of the six rounds of play each player must make decisions on production, marketing, and consumption in order to gain the most satisfaction points. The object is to satisfy one's needs for food and manufactured goods by consuming them. Thus, no satisfaction points are given for having money. ECONOMIC SYSTEM is a complex game for both youth and adults and involves working with charts. Also, it involve a great deal of time for both preparation and play. The game seems to be geared for higher level students. More complex versions of the game are suggested.

EN	ידינ	FR	PR	T	S	F

Pub1	isher Interact Company Suggested Number of 1	Play			m proba
Pub1:	ication Date 1972 *See Student Interest	t, q	uest	ion	4
Cost_	\$10.00 Reading Level require	ed t	o re	ad r	ules 11.
	BEST COPY AVAILABLE Reading Level require	ed t	o pl	ay g	ame 9.1
	REST POLITICIAL		1	aat	
EDUCA	ATIONAL POSSIBILITIES			omewhat	S
1.	Is the information accurate?	No		Sot	×
2.	Objectives				
	a. Are teaching objectives clear?				×
•	b. Are teaching objectives relevant to targeted student group? No targeted group stated but suitable for students with higher level of academic abilities.				
3.	Is game based on real-life situations and decisions?				х
4.	Does winning require knowledge rather than luck?				ж
5.	Does the game improve attitudes toward learning?		ж		
6.	Does the game require high levels of cognitive behavior?	·			х
7.	Time				
	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x			
	b. Can the game be adapted to different time limits easily?	x			
	c. Does the amount of learning justify the time spent in preparing students to play the game?			x	
	d. Does the amount of learning justify the time spent in playing the game?			ж	
8.	Flexibility	_			
	a. Can the game be adapted to appeal to different age groups and retain its educational value?	×			
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	×			
9.	Does the game teach or test, i.e., can the game be played without background learning?		×		
10.	Mathematical Calculations				
	a. Is the game constructed so as to eliminate the need for mathematical calculations?	×			



EDUC.	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?  add, subtract, multiplication	No		Somewhat		Yes	
STUD	ENT INTEREST						-
1.	Is the game aesthetically appealing? (colors, artwork, etc.)				х		
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?			×			
3.	Is game constructed so competition does not interfere with learning?				x		
*4.	Number of Players  a. Can the game be played by both individuals and teams?					×	
	b. Can all participate actively?					х	
	c. Can it be played by only one? (solitaire version)	ж					1
	d. Can the game be played without teacher supervision?	x					1
5.	Rules and Directions  a. Are the rules and directions concise?		×				¥
	b. Are the rules and directions fully explanatory of the game?					х	1
,	c. Are the rules and directions ensity understood?			×			1
	d. Are suggestions made to the teacher for summarizing the content learned in the game?					×	-
PHY	SICAL CHARACTERISTICS						-
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					×	
2.	Use and Durability			   			1
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					×	
- Charles	b. In use, do the parts Eunction well?					×	
		<b>L</b>	<b></b> .	1	مسسمة	.ــسبســ. ا	Ţ



PHY	'SIC!	AL CHARACTERISTICS - Cont'd.	No	Somewhat		Yes	
3,	Phy	vsically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)			so	ne c	an
,	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)				×	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)	x				
4.	Con	sumable Materials					
eten	a.	Are consumable materials inexpensively replaced?				x	
		Approximate replacement cost of consumable materials Consumable materials may be reproduced.					
	ь.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing ports?			×		
	c,	Are playing pieces unlikely to disappear?		 			1
5.	Ext	ra Equipment			×	1	1
	<b>a.</b>	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	×				
	ъ.	If equipment is necessary, what kinds? duplicating machine needed for consumable materials.					

ENTERPRISE is a complex simulation about money and enterprise and takes approximately 3 1/2 weeks to complete. Students are divided into the groups of Politicians, Brokers, Bankers, Businessman, Consumers, and Poor and each player interacts within their groups and with all other groups in attempting to gain the most capital. Students with higher levels of adademic ability would benefit most from ENTERPRISE due to its complexity. It is especially suited for classes of Economics, Social Studies, and American Government.



FAMIL' DECISIONS

Publisher Washington State University

Pub1	blisher Washington State University Suggested Number of Pi				6-	24	
	ication Date n.d.	*See Student Interes	-				
Cost	\$6.00	Reading Level requir					
		Reading Level requir		, opr	ау у	а <b>т</b> е	0.8
	ATIONAL POSSIBILITIES  Is the information accurate?		No		Somewhat		Yes
	In the Internation accorder.	POTAL					×
2.	Objectives						
	a. Are teaching objectives clear?						x
	b. Are teaching objectives relevant t group?	to targeted student					x
3.	Is game based on real-life situations	and decisions?					x
4.	Does winning require knowledge rather But knowledge, required.	than luck? No winner					
5.	Does the game improve attitudes toward						×
6.	Does the game require high levels of a	cognitive behavior?					ж
7.	Time						
	a. Is the time required to play the gin terms of normal classroom period			x			
	b. Can the game be adapted to differe	ent time limits easily?			x		
	c. Does the amount of learning justif preparing students to play the gam	•					ж
	d. Does the amount of learning justification playing the game?	Ey the time spent in					×
8.	Flexibility						
-	<ul> <li>a. Can the game be adapted to appeal age groups and retain its education</li> </ul>					x	
	b. Can the game content be changed to different ability 'evels within ag its educational value?					*	
9.	Does the game teach or "est, i.e., car without background learning?	n the game be played			-		ж
10.	Mathematical Calculations						
	a. Is the game constructed so as to e for mathematical calculations?	eliminate the need					x
	دود به دود دور دود دود دود دود دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود و دود		4 <del></del>	<b>•</b> • • • • • • • • • • • • • • • • • •	<del></del>	<del></del>	4



	BEST COPY AVAILABLE			hat		
EDUCA	ATIONAL POSSIBILITIES ~ Cont'd.  b. If math is required, what calculations are used?	M.o	//	Somewhat	/ /	Yes
STUD	ENT INTEREST	=		/		44
1.	Is the game desthetically appealing? (colors, artwork, etc.)			×		
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3.	Is game constructed so compatition does not interfere with learning?					ж
*4.	Number of Players  a. Can the same be played by both individuals and teams?					x
*****	b. Can all participate actively?					ж
8/8-0-	c. Can it be played by only one? (solitaire version)			х		
	d. Can the game be played without teacher supervision?			×		
5.	Rules and Directions  a. Are the rules and directions concise?				×	
	b. Are the rules and directions fully explanatory of the game?					х
-	c. Are the rules and directions easily understood?					ж
	d. Are suggestions made to the teacher for summarizing the content learned in the game?					х
PHY	SICAL CHARACTETICS					
1.	Is the game entry to other? (In it self-contained? Can it fit into file cabineto, dyswers, cholves, or other areas accessible to the classroom teacher?)					x
2.	Use and Durability					
	a. Will parts of the game lact over a period of time? (Are game parth made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the unability of the game?)					x
	b. In use, do the parts function well?					ж



РНҮ	SICA	L CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
3.	Phy	sically Handicapped (Blind, Spastic, Dear, Paraplegic)						
	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				so	ne c	
	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					×	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)				x		
4.	Con	sumable Materials						
	a.	Are consumable materials inexpensively replaced?		ł i			х	
		Approximate replacement cost of consumable materials Consumable materials may be duplicated.						
	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?	x					
**********	c.	Are playing pieces unlikely to disappear?		-			ж	
5.	Ext	ra Equipment	<b>†</b> –			-		
	a.	Is the game constructed so as to eliminate the need for estra equipment such as overhead projectors, filmstrip machine, etc.?	x					
	b.	If equipment is necessary, what kinds?						

FAMILY DECISIONS is a simulation in which players make decisions for the family they are simulating. Four family profiles are given, each representing a different income level ranging from poverty level to high income level. For each decision to be made, several possible alternatives and their outcomes are presented. Also given is the probability of each outcome (in percentages) and its satisfaction score. This simulation can be of great value for youth or adult students in decision making and can be interesting to play as well. A major drawback for some would be the number of pages that have to be read during the playing of the simulation. However, it is possible for the teacher to conduct the entire simulation, thus doing almost all of the reading himself. Interaction between players is needed for maximum learning.

Pub1	isher Washington State University Suggested Number of P	lay	ers_	2-15	<u> </u>	
Pub 1	ication Date n.d. *See Student Interest					
Cost	85¢ Reading Level require					
	Reading Level require	ed t	o pl	ay g	ame_	<u> </u>
	<b>₩</b> .			at		
EDUC	ATIONAL POSSIBILITIES	0		отемћа t		Yes
1.	Is the information accurate?	ž		S		×
2.	Objectives					
	a. Are teaching objectives clear? not stated					
	b. Are teaching objectives relevant to targeted student group? No targeted group stated					
3.	Is came based on real-life situations and decisions?			x		
4.	Does winning require knowledge rather than luck?		ж			
5.	Does the game improve attitudes toward learning?					ж
6.	Does the game require high levels of cognitive behavior?		x			
7.	Time					
-	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	,				×
	b. Can the game be adapted to different time limits easily?					ж
-	c. Does the amount of learning justify the time spent in preparing students to play the game?			x		
	d. Does the amount of learning justify the time spent in playing the game?			x		
8.	Flexibility					
	a. Can the game be adapted to appeal to different age groups and retain its educational value?		ж			
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	X				
9.	Does the game teach or test, i.e., can the game be played without background learning?				-	x
10.	Mathematical Calculations					
	a. Is the game constructed so as to eliminate the need for mathematical calculations?					×

EDUCA	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?	ON	Somewhat		SeY .
STUD	ENT INTEREST				
1.	Is the game aesthetically appealing? (colors, artwork, etc.)			×	
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				ж
3.	Is game constructed so competition does not interfere with learning?				x
*4.	Number of Players  a. Can the game be played by both individuals and teams?				x
	b. Can all participate actively?				×
	c. Can it be played by only one? (solitaire version)	х			
	d. Can the game be played without teacher supervision?		x		
5.	Rules and Directions  a. Are the rules and directions concise?				x
******	b. Are the rules and directions fully explanatory of the game?				×
	c. Are the rules and directions easily understood?		-		×
*****	d. Are suggestions made to the teacher for summarizing the content learned in the game?	×			
PHY	SICAL CHARACTERISTICS				
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)				×
2.	Use and Durability				
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)				×
-	b. In use, do the parts renchion well?	1			х



	BEST	COPY AVAILABLE		omewhat		တ	
PHY	SICA	L CHARACTERISTICS - Cont'd.	No	 Son		Yes	
3.	Phy	sically Mandiesped (Blind, Spastic, Deaf, Paraplegic)	•				
	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				some	caņ
,	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper honey, etc., can easily be adapted for blind students by using a stylus.)				ж	
	c.	Could a physically handicapped person play the solitaire varsion of the game, if any? (taking into account the modifications suggested in 3.b.)				ж	
4.	Con	summble Natoricls					1
	a.	Are consumable materials inexpensively replaced? No instructions given concerning consumable materials.		?			
		Approximate replacement cost of consumable materials					
	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x	4
	c.	Are playing pieces unlikely to disappear?		×			1
5.	Ext	ra Equipment			1		1
	a. ,	Is the game constructed so as to eliminate the need for extra equipment such as everhead projectors, filmstrip machine, etc.:				×	
	ъ.	If equipment is necessary, what hirds?					

FOOD - O is a binge game based on the daily four food groups. If a player has a numbered square on his card corresponding to the number drawn, he must write in the name of a food in that particular food group. To win, one must fill squares across or down with foods and their food groups correctly corresponding. Variations for playing are included in instruction. The game to very simple for both teachers and students and could be of value to the least cophisticated Adult Basic Education students or young children in helping them identify the basic four food groups. Here able students would soon get bored. Three servings of milk is indicated but this is needed for a ildren. Thus, this might have to be adjusted to different age groups. The number of servings of milk might need to be adjusted to the group playing the game.



HUMPTY DU	JMPTY
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Suggested Number of Players 5

Publisher Washington State University

Publ	ication Date Unknown *See Student Interes					<i>1</i> . 7
Cost	35¢ Reading Level require Reading Level require					
EDUC.	ATIONAL POSSIBILITIES  Is the information accurate?	No		Somewhat		x yes
2.	Objectives  a. Are teaching objectives clear? None stated.					
	b. Are teaching objectives relevant to targeted student group? No targeted group indicated.					
3.	Is game based on real-life situations and decisions?				x	
4.	Does winning require knowledge rather than luck?					x
5.	Does the game improve attitudes toward learning?				x	
6.	Does the game require high levels of cognitive behavior?		x			
7.	Time  a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?			-		x
	b. Can the game be adopted to different time limits easily?	x				
	c. Does the amount of learning justify the time spent in preparing students to play the game?					х
	d. Does the amount of learning justify the time spent in playing the game?				х	
8.	Flexibility  a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9.	Does the game teach or test, i.e., can the game be played without hackground learning?			x		
10.	Mathematical Calculations  a. Is the game constructed so as to eliminate the need for mathematical calculations?					×



EDUC	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?	ov //	Somewhat	//	Yes
STUD	ENT INTEREST				
1.	Is the game aesthetically appealing? (colors, artwork, etc.)			х	
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by inscructor?			ж	
3.	Is game constructed so competition does not interfere with learning?			x	
*4.	Number of Players				
	a. Can the game be played by both individuals and teams?				×
	b. Can all participate actively?				×
-	c. Can it be played by only one? (solitaire version)				<b>y</b>
-	d. Can the game be played without teacher supervision?				×
5.	Rules and Directions				
	a. Are the rules and directions concise?				x
	b. Are the rules and directions fully explanatory of the game?				·
	c. Are the rules and directions easily understood?				
	d. Are suggestions made to the teacher for summarizing the content learned in the game?	х			<b>X</b>
PHY	SICAL CHARACTERISTICS	=			
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)				×
2.	Use and Durability		 		
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)				x
	b. In use, do the parts function well?		 		×
	ORDER STATE OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF	اســــــــا	 i		



рнұ	SICA	L CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game					som	c of them
		then be playable to the handicapped?)					×	
	b.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)		· · · · · ·			7	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					×	
4.	Con	sumable Materials	//	77	//	//	<i>Î</i> //	
·	a.	Are consumable materials inexpensively replaced?						
		Approximate replacement cost of consumable materials						(
	b.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?	ж					
-	c.	Are playing piaces unlikely to disappear?				x		
5.	Ext	ra Equipment					-	
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?						
	Ъ.	If equipment is necessary, what kinds?					×///	

HUMPTY DUMPTY is a game about eggs in the form of a ten piece jigsaw puzzle. In essence, it is a multiple choice game of ten questions with each question having two possible answers. To win, a player must choose the correct answers (which are written on the puzzle pieces) and his ten puzzle pieces will then form an egg. The ten questions touch upon basic facts about storage, cooking, protein, grading, and use of eggs. The information to be learned would be beneficial to adults but the puzzle form of an egg may seem too elementary to some.

RECT	CUPY	AVAILABLE
DL VI	1401	Ullitringer

Publication Date 1972

Publisher Paul S. Amidon and Associates

INFLATION

no maximum

Suggested Number of Players minimum 5

*See Student Interest, question 4

Cost	\$15.00 Reading Level requi					
	Reading Level requi	rea t	op)		ame_	9.7
	ATIONAL POSSIBILITIES  Is the information accurate?	ON		Somewhat		Yes
2.	Objectives  a. Are teaching objectives clear?					x
*****	b. Are teaching objectives relevant to targeted student group?				ж	Α
3.	Is game based on real-life nituations and decisions?		×			
4.	Does winning require knowledge rather than luck? No winner	//				
	Does the game improve attitudes toward learning?			ж	7.7.	7.7
6.	Does the game require high levels of cognitive behavior?			*		
7.	Time					
*****	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
	b. Can the gare be adapted to different time limits easily?				х	
·	c. Does the amount of learning justify the time spent in preparing students to play the game?			x		
	d. Does the amount of learning justify the time spent in playing the game?			×		
8.	Flexibility					
	a. Can the game be edapted to appeal to different age groups and retain its educational value?	×				
	b. Can the game content by changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9.	Does the game teach or rest, i.e., can the game be played without background learning?					x
 LO.	Mathematical Calculations					
4	a. Is the game constructed so as to eliminate the need for mathematical calculations?	×				



E D U C.	ATIONAL POSSIBILITIES - Contid.  b. If math is required, what calculations are used?	oN		Somewhat		Yes
STUD	ENT INTEREST					
1.	Is the game seath-discally appealing? (colors, artwork, etc.)	×				
2.	Does it appair that students will remain actively involved and motivated without prodding or encouragement by instructor?		x			
3.	Is game constructed so competition does not interfere with learning?					ж
*4.	Number of Players					
	a. Can the gene be played by both individuals and teams?					ж
	b. Can all precicipate actively?					×
W-0000	c. Can it be played by only one? (solitaire version)	×				
-	d. Can the game he played without teacher supervision?	]		K		
5.	Rules and Directions					
	a. Are the sules and directions concise?				×	Î
	b. Are the nules and disserious Sully explanatory of the game?					×
	c. Are the males and direction, easily understood?					x
	d. Are suggestions made to the teacher for summarizing the content learned in the gran?					x
PHY	SICAL CHARACTER TETICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2.	Use and Durnbility					
	a. Will ports on the game last over a period of time? (Are game parts and a of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the unability of the game?)					x
***************************************	b. In use, do the parce function well?					×



PHY	SICA	L CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
		Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					зоте ж	can
	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					×	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						
4.	Con	sumable Materials	1	17	1	1	1//	
4	a.	Are consumable materials inexpensively replaced?					<b>///</b>	
		Approximate replacement cost of consumable materials						
	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?	×		/			
	c.	Are playing pieces unlikely to disappear?					ж.	
5.	Ext	ra Equipment		<del>{</del>				
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?				   	×	
	b.	If equipment is necessary, what kinds?						

INFLATION is a simulation in which students role play characters in a variety of roles in the economy. Different groups of players attempt to persuade the government to take the action against inflation best suited for thier purposes. The simulation requires a substantial amount of reading and group interaction for maximum learning. Some youth and adults might find this simulation too technical and difficult to hold interest.



Colorforms, Inc.

Pub1	isher Colorforms, Inc. Suggested Numb			<del></del>	
	cation Date n.d.; new packaging, *See Student I See Student I See Student I Reading Level	•			4.2
Cost	\$2.00; \$2.50 in July 1973  Reading Level (only teacher			•	
EDUC	ATIONAL POSSIBILITIES		omewhat		ø,
1.	Is the information accurate?	No	So		X Ye
2.	Objectives				
	a. Are teaching objectives clear?				x
	b. Are teaching objectives relevant to targeted student group?	t			ж
3.	Is game based on real-life mituations and decisions?		ж		
4.	Does winning require knowledge rather than luck?	x			
5.	Does the game improve attitudes toward learning?		x		
6.	Does the game require high levels of cognitive behavior	? x			
7.	Time				
	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?				ж
	b. Can the game be adapted to different time limits eas	sily?	x		
	c. Does the amount of learning justify the time spent preparing students to play the game?	in			ж
	o. Does the amount of learning justify the time spent playing the game?	in			x
8.	Flexibility				
***	a. Can the game be adapted to app — to different age groups and retain its educa tonal value?	x			
	b. Can the game content be changed to meet the needs of different ability levels within age groups and reta- its educational value?	1 1			
9.	Does the game touch or test, i.e., can the game be played without background learning?	ed			ж
10.	Mathematical Calculations				
	a. Is the game constructed so as to eliminate the need for mathematical calculations?		į		×



EDUCA	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?	oN .		Somewhat	///	Yes
			-//			
STUD	ENT INTEREST  Is the game aesthetically appealing? (colors, artwork, etc.)					×
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					х
3.	Is game constructed so competition does not interfere with learning?					x
*4.	Number of Players  a. Can the game be played by both individuals and teams?	x				
*****	b. Can all participate actively?	·				х
	c. Can it be played by only one? (solitaire version)	×				
<del></del>	d. Can the game be played without teacher supervision?	x				
5.	Rules and Directions  a. Are the rules and directions concise?					x
	b. Are the rules and directions fully explanatory of the game?					x
***************************************	c. Are the rules and directions easily understood?					x
	d. Are suggestions made to the teacher for summarizing the content learned in the game?	ж				
PHY	SICAL CHARACTERISTICS				1	
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabllets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
•	b. In use, do the parts function well?				-	×
	The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s	4			J	.1,



PH	ZSICA	AL CHARACTERISTICS - Cont'd.	O		Somewhat		Sə	
3.		vsically Handicapped (Blind, Spastic, Deaf, Paraplegic)	Ž		S		X	
-		Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					som	e c
	b.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					×	
	c.	Could a physically handicapped person play the solitaire version of the gene, if any? (taking into account the modifications suggested in 3.5.)	1					
4.	Con	sumable Materials	7	//	//		//	
	a.	Are consumable materials inexpensively replaced?						
		Approximate replacement cost of consumable materials						•
	b.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				ж		
	С.	Are playing pieces unlikely to disappear?				×		
5.	Ext	ra Equipment				^		
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					×	
	b.	If equipment is recessary, what kinds?						

"LINGO is a game about foods: dairy products, fruits, legumes, vegetables, grains, and meat." It is in the form of a bingo game and its purpose is merely to teach names of worldwide foods. The name of each food is in English, French, and Spanish. Since this game is targeted to young children, it will probably seem too simple for adult students.

	isher CUNA Mutual Insurance Society	Play			<del></del>		
Pub!	ication Date 1969, 1. 0	*See Student Intere					. 7 7
Cost	\$5.00	Reading Level requirements Reading Level requirements					
		Kedding bever requi		. իւ	.ay ह	e inc.	
טטכרי	ATIONAL POSSIBILITIES				Somewhat		S
1,	Is the information accurate?		S S		So		Ye
2.	Objectives						
<del></del>	a. Are teaching objectives clear?			ж			
	b. Are teaching objectives relevant to group?	targeted student			×		
3,	Is game based on real-life situations a	ud decisions?			х		
4,	Does winning require knowledge rather to	han luck?	х				
5.	Does the game improve attitudes toward	learning?				ж	
6.	Does the game require high levels of co	gnitive behavior?	х				
7.	Time						
FEE	a. Is the time required to play the gar in terms of normal classroom period	me reasonable s (40 min.)?				x	
	b. Can the game be adapted to differen	t time limits easily?		х			
	c. Does the amount of learning justify preparing students to play the game	the time spent in ?			×		
All Street Age and	d. Does the amount of learning justify playing the game?	the time spent in			×		
8.	Flexibility						
*********	a. Can the game be adapted to appeal to age groups and retain its educations		×				
	b. Can the game content be changed to a different ability levels within age its educational value?		х				
9.	Does the game reach or test, i.e., can without background learning?	the game be played					x
10.	Mathematical Calculations						
	a. Is the game constructed so as to ele for mathematical calculations?	iminate the need	×				



EDUC.	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?  Addition, subtraction	No	Somewhat		¥es.
STUD	ENT INTEREST				
1.	Is the game aesthetically appealing? (colors, artwork, etc.)				х
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?			x	
3.	Is game constructed so competition does not interfere with learning?				ж
*4.	Number of Players				
<u> </u>	a. Can the game be played by both individuals and teams?	ж			
	b. Can all participate actively?				ж
	c. Can it be played by only one? (solitaire version)	х			
	d. Can the game be played without teacher supervision?				ж
5.	Rules and Directions	<del>                                     </del>			
	a. Are the rules and directions concise?				х
	b. Are the rules and directions fully explanatory of the _ame?				ж
	c. Are the rules and directions easily understood?				x
	d. Are suggestions made to the teacher for summarizing the content learned in the game?	x			
PHY	SICAL CHARACTERISTICS				
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)				ж
2.	Use and Durability				
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)				×
	b. In use, do the parts function well?			********	x



РНҮ	SICA	L CHARACTERISTICS - Cont'd.	No		Somewhat	Yes	
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
		Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				some x	can
	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)				x	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4.	Con	sumable Materials		/			
	a.	Are consumable materials inexpensively replaced?			?		
		Approximate replacement cost of consumable materials  No instructions given as to replacement of  consumable materials.					
	Ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x	
	c.	Are playing pieces unlikely to disappear?		×			
5.	Ext	ra Equipment					
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?				x	
	ь.	If equipment is necessary, what kinds?					

MANAGING YOUR MONEY requires students to select a vocation, repay a set laon, and save a set amount of money. The game focuses on insurance and credit unions. It includes five types of insurance and players learn that insurance policies, although they cost money, can save one money in the long run. Chance rather than knowledge is the major factor in the playing and winning of the game. Therefore, the title of the game is misleading since players have no choices or decisions in the actual management of money. The game has some procedures which might lead players to make inaccurate generalizations. For example, salaries are collected at the redit Union office and teachers can upgrade themselves at a technical school.



MARKET

	(Included in the Unit ECONOMIC						r can
Publi	sher Benefic Press Suggested Num	ber of Pl	aye	rs_	L8-4	0	play
Publi	cation Date 1971 *See Student		·				
	\$64.00 (gar. 2 only)  .04 (teaching unit that includes Reading Level	•					
,	gama) Reading Level	required	το	b r	ay g	ame_	7.4
					omewhat		
EDUCA	TIONAL POSSIBILITIES				эшс		0. 0.
1.	Is the information accurate?		cz		X O		λ
2.	Objectives						
<del></del>	a. Are teaching objectives clear?						x
	b. Are teaching objectives relevant to targeted studen group?	t .				x	
3.	Is game based on real-life situations and decisions?					х	
4.	Does winning require knowledge rather than luck?				ж		
5.	Does the game improve attitudes toward learning?						ж
6.	Does the come require high levels of cognitive behavior	?				х	
7.	Time						
	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	×					
*******	b. Can the game be adapted to different time limits ea	sily?		×			
	c. Door the amount of learning justify the time spent preparing students to play the game?	in			x		
	d. Does the amount of learning justify the time spent playing the game?	in			ж		
8.	Flexibility						
****	n. Can the game be adapted to appeal to different age groups and retain its educational value?			x			
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retains educational value?						
	Does the game teach or test, i.e., can the game be play without background learning?	ed					ж
10.,	Mathematical Calculations					_ <del></del>	1
	a. Is the game constructed so as to eliminate the need for muthematical calculations?	×					



EDUCA	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?  Addition, subtraction, multiplication	NO		Somewhat		Yes
STUD	ENT INTEREST					
1.	Is the game aesthetically appealing? (colors, artwork, etc.)					х
2.	Does it appear the students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3.	Is game constructed so competition does not interfere with learning?		x			
*4.	Number of Players  a. Can the game be played by both individuals and teams?			x		
	b. Can all participate actively?					x
	c. Can it be played by only one? (solitaire version)	х				
	d. Can the game be played without teacher supervision?			×		
5.	Rules and Directions  a. Are the rules and directions concise?				×	
<del></del>	b. Are the rules and directions fully explanatory of the game?					х
	c. Are the rules and directions easily understood?					ж
	d. Are suggestions made to the teacher for summarizing the content learned in the game?					х
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
	b. In use, do the parts function well?			1		ж
		1	ا	J	4	

РНУ	'SIC!	AL CHARACTERISTICS - Cont'd.	No		Somewhat	Yes
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)				
	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped erson if necessary, would the game then be playable to the handicapped?)				x
	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., in easily be adapted for blind students by using a styl)				ж
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)				
4.	Con	sumable Enterials				 #
ales	a.	Are consumable materials inexpensively replaced?				×
		Approximate replacement cost of consumable materials  May duplicate consumable materials.				
	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x
	c.	Are playing pieces unlikely to disappear?		×		
5.	Ext	ra Equipment				
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, esc.?	×			
	b.	If equipment is necessary, what kinds?				

MARKET is a simulation in which players can learn to understand the economic principles of supply and demand. Players are either consumers or retailers. Consumers must plan a menu, estimate the food prices, and buy the foods from the retailers. Retailers are in competition with one another and must set prices and attempt to draw the consumers to their business and make a profit. Some confusion may result because no amounts are indicated for any food and prices may represent different quantities. For example, raw potatoes @.25, potato salad @.35, and french fries @.20 each represent two servings on the board. Questions might be missed as to why all meals must have meat, potatoes, and dessert, for example, and bread was never included. In general the game not only provides the atmosphere for learning supply and demand but helps the consumers in comparison shopping. This latter aspect would perhaps be the most beneficial to Adult Basic Education students.

Pub:	lisher Graphics Co.	Players 2-4					
Pub	lication Date 1972	st, q	juest	ion	4		
Cost		Reading Level requir	ced t	o re	ad r	rules	39.4
	h one copy of the Calorie Game,	Reading Level requir	red t	o p	lay g	game_	х
			1	1	1 42	l	1
EDUC	ATIONAL POSSIBILITIES				omewhat		
	Is the information accurate?		ON		Some		Yes
2.	Objectives		+	<del>                                     </del>		-	Х.
	a. Are teaching objectives clear?	•					x
	b. Are teaching objectives relevant to group? No targeted group stated but children or adults.	targeted student suitable for					
3.	Is game based on real-life situations an	d decisions?					x
4.	Does winning require knowledge rather th	an luck?					x
5.	Does the gar improve attitudes toward 1	earning?					x
6.	Does the game require high levels of cog	nitive behavior?		x		<del>                                     </del>	ж
7.	Time		1				
المراجعة المراجعة المراجعة المراجعة المراجعة المراجعة المراجعة المراجعة المراجعة المراجعة المراجعة المراجعة المراجعة	a. Is the time required to play the gam in terms of nermal classroom periods	me reasonable (40 min.)?					x
-	b. Can the game be adapted to different	time limits easily?					ж
Para	c. Does the amount of learning justify preparing students to play the game?	the time spent in					ж
	d. Does the arount of learning justify playing the game?	the time spent in					×
8.	Flexibility						
	a. Can the game be adopted to appeal to age groups and retain its educations	different 1 value?					x
	b. Can the game content be changed to m different ability levals within age its educational value?	eet the needs of groups and retain					x
9.	Does the game thach or test, i.e., can t without background limming?	he game be played					x
10.	Mathematical Calculations						
	a. Is the game constructed so as to elim for mathematical calculations?	minate the need	x				
	The second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second secon				·		<u> </u>



EDUC	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?  Subtraction, Addition (Banker must make change)	NO	Somewhat		Yes
STUD	ENT INTEREST				
1.	Is the game aesthetically appealing? (colors, artwork, etc.)				x
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x
3.	Is game constructed so competition does not interfere with learning?				ж
*4.	Number of Players				
	a. Can the game be played by both individuals and teams?			·	x
	b. Can all participate actively?				ж
	c. Can it be played by only one? (solitaire version)				х
	d. Can the game be played without teacher supervision?	-			ж
5.	Rules and Directions				
	a. Are the rules and directions concise?				х
	b. Are the rules and directions fully explanatory of the game?				ж
	c. Are the rules and directions easily understood?				х
	d. Are suggestions made to the teacher for summarizing the content learned in the game?				x
PHY	SICAL CHARACTERISTICS				
1.	Is the game besy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)				x
2.	Use and Durability				
	a. Wil' parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)				x
	b. In use, do the parts function well?				х
			 	نہ۔. نا	ا ـــــــ ،



		BEST COPY AVAILABLE			onewhat			
PHY	SICA	AL CHARACTERISTICS - Cont'd.	ON.		Sone		zes.	
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
	£.,	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some X	ca
	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)	,				ж	
	, c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					x	
4.	Con	sumable Materials	//	//	77/	//	77	
	а.	Are consumable materials inexpensively replaced?						
		Approximate replacement cost of consumable materials						
	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x	
	с.	Are playing pieces unlikely to disappear?			х			
5.	Ext	ra Equipment						
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					2¢	
	b.	If equipment in necessary, what kinds?						

The object of THE NUTRITION GAME is to buy foods with both calories and money in order to obtain one hundred percent of the Recommended Dietary Allowance of eight different nutrients. Eight different options of play, including a solitaire version, are suggested to the teacher. These options, in addition to any others which individual teachers could think of, make this game very flexible. Adult Basic Education students could learn a great deal about nutrition from the game and the variety of foods included in it.



## PINK PEBBLES

Publisher Education Ventures, Inc.

Publ	isher Education Ventures, Inc. Suggests						
Pub1	Teachon back	ident Interes					
Cost	70.00	Level equir					
	Reading	Ly or require	ed t	o pl	ay g	ame_	3.5
EDUC	ATIONAL POSSIBILITIES				опеwhat		
	Is the information accurate?		No		₿0⊞		× Yes
2.	Objectives						
	a. Are teaching objectives clear?			×			
	b. Are teaching objectives relevant to targeted a group? Adequate for elementary level.	student		x	x		
3.	Is game based on real-life mituations and decision	18?	x				
4.	Does winning require knowledge rather than luck?		x				
5.	Does the game improve attitudes toward learning?				х		
6.	Does the game require high levels of cognitive bel	navior?			x		
7.	Time						
	a. Is the time required to play the game reasonal in terms of normal classroom periods (40 min.)					ж	
	b. Can the game be adapted to different time limit	its easily?			х		
	c. Does the amount of learning justify the time s preparing students to play the game?	spent in			x		
	d. Does the amount of learning justify the time s playing the game?	spent in		x			
8.	Flexibility						
	a. Can the game be adapted to appeal to different age groups and retain its educational value?		x				
	b. Can the game content be changed to meet the ne different ability levels within age groups and its educational value?		x				
9.	Does the game teach or test, i.e., can the game be without background learning?	played					x
10.	Mathematical Calculations						
	a. Is the game constructed so as to eliminate the for mathematical colculations?	e need					x
				<del></del>	~ <del>~~~~</del>		



EDUC	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?	No .		Somewhat		Yes
STUE	DENT INTEREST					
1.	Is the game aesthetically appealing? (colors, artwork, etc.)					ж
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3.	Is game constructed so competition does not interfere with learning?		x			
*4.	Number of Players  a. Can the game be played by both individuals and teams?		x			
	b. Can all participate actively?					x
	c. Can it be played by only one? (solitaire version)	×				
	d. Can the game be played without teacher supervision?					ж
5.	Rules and Directions  a. Are the rules and directions concise?					
	b. Are the rules and directions fully explanatory of the game?	1			•	
	c. Are the rules and directions easily understood?	1			X	
	d. Are suggestions made to the teacher for summarizing the content learned in the game?	×				•
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
******	b. In use, do the parts function well?	1				ж

РНҮ	SICA	L CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3.	Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
	<b>a.</b>	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped purson if necessary, would the game then be playable to the handicapped?)				som,	e car
	Ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					×
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4.	Con	sumable Materials	//	//	7	//	
	a.	Are consumable materials inexpensively replaced?			V/		
		Approximate replacement cost of consumable materials					
et gant de se	b.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?	//	//	//	//_	×
******	с.	Are playing pieces unlikely to disappear?			×		
5.	Ext	ra Equipment					
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
efanag <u>ra</u> ei	b.	If equipment is necessary, what kinds?					

PINK PEBBLES is a game about how money began. Players assume the role of a farmer in a society without money and must learn the art of trading in order to obtain items he needs and wants. It provides a few opportunities for decision making. PINK PEBBLES seems to be targeted to younger students or adults at an elementary level. Although players may learn something about how money began it probably would not be very useful in making consumer decisions in today's rociety.

RFCT	COPY	AVAII	ΔRI	F
711	1 1 1 1 1	PUTPILI	nin	

Publisher Urban Systems, Inc.

POPULATION

Publisher Urban Systems, Inc. Suggested Number of Publication Date 1970 *See Student Interes						
Cos	Cost \$10.00 Reading Level requ					
	Reading Level .eq	uired t	:o p:	lay (	game.	11.2
EDUC	CATIONAL POSSIBILITIES			ошечћа		
1.	Is the information accurate?	No		Sog		Yes
2.	Objectives					
-	a. Are teaching objectives clear?	x	i			
•••••	b. Are teaching objectives relevant to targeted student group? Unsure of teaching objectives.	.?				
3.	. is game based on real-life situations and decisions?				_	
4.	. Does winning require knowledge rather than luck?					
5.	Does the game improve attitudes toward learning?	X	×			
6.	Does the game require high levels of cognitive behavior?	х				
7.	Time					
	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	×				
-	b. Can the game be adapted to different time limits easily?	,	х			
	c. Does the amount of learning justify the time spent in preparing shudents to play the game?		ж			
	d. Does the amount of learning justify the time spent in playing the game?		×			
8.	Flexibility					
	a. Can the game he adapted to appeal to different age groups and retain its educational value?	×				
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9.	Does the game teach or test, i.e., can the game be played without leckground learning?					ж
10.	Mathematical Calculations					
	a. Is the game constructed so as to eliminate the need for mothematical calculations?	ж				



EDUCA	TIONAL POSSIBILITIES - Contid.  b. If moth is required, what calculations are used?  Addition, subtraction	No		Somewhat		Yes
STUDI	ENT INTEREST					
1.	Is the game easthetically appealing? (colors, artwork, etc.)					х
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		ж			
3.	Is game constructed so competition does not interfere with learning?				x	
*4.	Number of Players  a. Can the game be played by both individuals and teams?					ж
	b. Can all participate actively?					x
	c. Can it be played by only one? (solitaire version)	×				
	d. Can the game be played without teacher supervision?			х		
5.	Rules and Directions  a. Are the rules and directions concise?		x			
	b. Are the rules and directions fully explanatory of the game?		х			
********	c. Are the rules and directions assily understood?		х			
<del>44 - 1111</del>	d. Are suggestions made to the teacher for summarizing the content learned in the grow?	х				
PHY	SICAL CHARACTERISTICS					
1.	Is the game entry to sucre? (Is it self-contained? Can it fit anto file cabinots, drawers, shelves, or other areas accessible to the clarsroom teacher?)					×
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts unde of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
-	b. In use, do the parts function well?					×



PH	YSIC.	AL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
3.	Phy	vsically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
		Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the bandicapped?)					some x	can
	b.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)						
	. c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)				<b>X</b>		
4.	Con	sumable Materials	1-1	1.7.7		7. /	//	
***************************************	a.	Are consumable materials inexpensively replaced?				?		
		Approximate replacement cost of consumable materials No instructions given as to the replacement of consumable materials.						
	Ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?			/_/_	×	7.7	
	c.	Are playing pieces unlikely to disappear?						1
5.	Ext	ra Equipment		x				
	a. '	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					×	
	b.	If equipment is necessary, what kinds?						

POPULATION is a game in which players strive to solve a crisis of overpopulation in a rapidly developing country. Although some decisions must be made by the players, the game seems to be primarily for purposes of entertainment and/or consciousness raising. Its relation to consumer education is merely that consumer decisions can affect population growth. POPULATION is a complex game and the complexity led to confusion and lack of interest among the adults and high school students who played in our situations. Its complexity reduced the enjoyment and the learning.

PROPAGANDA

Pub1	Publisher Wff'n Proof Suggested Number o					_		
Pub1	ication Date n.d. *See Student I	*See Student Interest, question 4						
	\$6.00 Reading Level	required t	o re	ad r	ules	8.6		
	Reading Level	required t	o pl	ay g	ame_	6.0		
				hat		1		
EDUC	ATIONAL POSSIBILITIES			omewha	j	es		
1.	Is the information accurate?	No		Sc		×		
2.	Objectives							
	a. Are touching objectives clear?					ж		
	b. Are teaching objectives relevant to targeted student group?	t .				x		
3.	Is game bosed on real-life cituations and decisions?					ж		
4.	Does winning require knowledge rather than luck?					ж		
5.	Does the game improve attitudes toward learning?			×				
6.	Does the garr require high levels of cognitive behavior?	?				х		
7.	Time							
	a. Is the time required to play the game reasonable in terms of normal elemenous periods (40 min.)?					x		
	b. Can the gare be adapted to different time limits eas	sily?				ж		
	c. Does the amount of loorwing justify the time spent in preparing abudance to play the game?	in			ж			
	d. Does the around of learning justify the time spent of playing the game?	in				x		
8.	Flexibility							
	a. Can the geme be adapted to appeal to different age groups and notain its educational value?				×			
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retaints educational value?							
9.	Does the game teach or test, i.e., can the game be played without buckground learning?	ed		x				
10.	Mathematical Calculations							
	a. Is the game constructed an as to eliminate the need for mothemotical colouistions?					x		



	BEST COPY AVAILABLE			hat		
EDUC	ATIONAL POSSIBILITIES - Cont'd.	e e		omewhat		8.9
	b. If math is required, what calculations are used?			\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sq}\}}\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sq}}}}}}\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sq}}}}}}\sqrt{\sqrt{\sqrt{\sq}}}}}}\sqrt{\sqrt{\sqrt{\sq}}}}}}}\sqrt{\sqrt{\sqrt{\sq}}}}}}}\sqite\sep\etitiq{\sqrt{\sq}\sqrt{\sq}}}}\sqite\sep\etitiq{\sq}\sqrt{\sqrt{\sq}}}}\sqrt{\sqrt{\sq}}}}}\sqite\sep\etitiq{\sq}\sqrt{\sq}}\eq\etitiq}\sqite\sign}\sqite\sin		//
STUD	ENT INTEREST					
1.	Is the game aesthetically appealing? (colors, artwork, etc.)			ж		
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3.	Is game constructed so competition does not interfere with learning?				x	
*4.	Number of Players  a. Can the game be played by both individuals and teams?					х
	b. Can all participate actively?					×
	c. Can it be played by only one? (solitaire version)				,	х
******	d. Can the game be played without teacher supervision?			x		
5.	Rules and Directions  a. Are the rules and directions concise?	x				
	b. Are the rules and directions fully explanatory of the game?	-		<del></del>	-	×
	c. Are the rules and cirections easily understood?		x			
	d. Are suggestions rade to the teacher for summarizing the content learned in the game?	×				
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to office? (Is it solf-contained? Can it fit into file cabinets, drawers, chelves, or other areas accessible to the classroom reacher?)					×
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be regligible upon the materials and the usability of the game?)					x
	b. In use, do the parts function well?					x
		<u> </u>		L	i	ستت ا



					Somewhat		es	
PHY	SICA	L CHARACTERISTICS - Cont'd.	N N		Sc		Ye	-
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
	а.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some x	can
	b.	Could the rame be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					×	
4.	Con	sumable Materials	//	1/	///	1/	///	1
	a.	Are consumable materials inexpensively replaced?						
		Approximate meplacement cost of consumable materials						
	Ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				/_	×	
	c.	Are playing piaces unlikely to disappear?						1
5.	Ext	ra Equipment	1-	<del>                                     </del>	1		X	1
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					×	
	b.	If equipment is necessary, what kinds?						1

PROPAGANDA is an exercise in clear thinking which requires the players to identify techniques of propaganda from examples given. Different methods of playing are suggested and the game is besically quite flexible. Two sections of PROPAGANDA are especially relevant to concument education especially if included in units in advertising, salesmen's persuasion techniques, etc. Adult Pasic Education students could find this game to be overwhelming due to the amount or reading involved. However, if given assistance it would be challenging and interesting to them.



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SHARE THE RISK

Pub1	isher Changing Times Education Service Suggested Number of					·
Pub1	ication Date 1972 *See Student Interes	•				
Cost	\$62.50 Reading Level requir					-
	Reading Level requir	ed t	o pl	ay g	ame_t	-2
EDUC!	ATIONAL POSSIBILITIES			omewhat		
1.	Is the information accurate?	No.		Som		x Yes
2.	Objectives					
	a. Are teaching objectives clear?					х
-:-	b. Are teaching objectives relevant to targeted student group?			ж		
3.	Is game based on real-life situations and decisions?				х	
4.	Does winning acquire knowledge rather than luck?			х		
5.	Does the game improve attitudes toward learning?			х		
6.	Does the game require high levels of cognitive behavior?			×		
7.	Time					
	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
	b. Can the game be adapted to different time limits easily?	х				
	c. Does the amount of learning justify the time spent in preparing students to play the game?				х	
	d. Does the amount of learning justify the time spent in playing the game?				×	
8.	Flexibility					
t <u>eacl</u>	a. Can the game be adapted to oppeal to different age groups and retain its educational value? ner reads and make records, lowest ability students could play				×	
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	×				
9.	Does the game teach or test, i.e., can the game be played without background Jenning?					×
10.	Mathematical Calculations					
	A. Is the game constructed so as to eliminate the need for mathematical calculations?	x				
-		<del></del>	<del></del>			

·if

EDUC/	ATIONAL POSSIBILITIES - Cont'd.  (interest rates, etc.)  b. If math is required, what calculations are used?  all types of calculations	No	)newhat		Yes
STUDI	ENT INTFREST				
1.	Is the game aesthetically appealing? (colors, artwork, etc.)			×	
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		x		
3.	Is game constructed so competition does not interfere with learning?				x
*4.	Number of Players				
	a. Can the game be played by both individuals and teams?				×
	b. Can all participate actively?				x
	c. Can it be played by only one? (solitaire version)	ж			
	d. Can the game be played without teacher supervision?		х		
5.	Rules and Directions				
	a. Are the rules and directions concise?			ж	
	b. Are the rules and directions fully explanatory of the game?				x
	c. Are the rules and directions easily understood?		x		
	d. Are suggestions made to the teacher for summarizing the content learned in the game?				х
PEY	SICAL CHARACTERISTICS				
1.	Is the game ensy to atore? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)				x
2.	Use and Durability				į
	a. Will part of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the unability of the game?)				×
******	b. In use, do the paris function well?				ж



РНҮ	SICA	L CHARACTERISTICS Cont'd.	No		Somewhat		Yes	
3.	Phy	sically Handicapped 'Dlind, Spastic, Deef, Paraplegic)						
	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					som <b>e</b>	can
	b.	Could the game be modifiled for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind stud ats by using a stylus.)	,				x	
	c.	Could a physically handicepped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						
4.	Con	sumable Materials	1	-/-				
	a.	Are consumable materials inempensively replaced?					x	
		Approximate replacement cost of consumable materials						
***************************************	b.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?			×		1.7	
***********	с.	Are playing pioces unlikely to disappear?			×			
5.	Ext	ra Equipment			A .	<del> </del> -		
	a.	Is the game constitueted so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	×					
elect <u>uals</u> cod	b. me	If equipment is necessary, what kinds? Duplicating chine needed for consumable materials.						1

SHARE THE RISK is a game meant to introduce insurance and its basic concepts. Players assume the dual role of family head and member of a share-the-risk pool and their goals are to improve the family's security and protect their family from the two perils, the Grunch and the Yark. These perils include damage to people's property and threats to a family's health and like. Players must decide how much money they should pool to protect themselves from these perils. SMARE THE RISK can teach a basic understanding of both the consumer view of insurance and the view of the insurance company. Some of the concepts it can teach are the understanding of probability, risk, insurance planning, loss experience, cost of insurance, and others. Our to the amount of paper work and math calculations, Adult Basic Education students might Find this game rather difficult and they could lose interest.



SHARP SHOPPER

Publ	isher Gillum Book Company	Play	ers	4					
Pub1	ication Date u.d.	*See Student Interes	st, question 4						
Cost	\$5.00	Reading Level requir	ed t	o re	ad r	ules	8.5		
		Reading Level requir	red t	o pl	ay g	ame_	6.4		
					lat				
EDUC	ATIONAL POSSIBILITIES				omewhat		m		
1.	Is the information accurate?		No		Soi	x	Хe		
2.	Objectives								
	a. Are teaching objectives clear?			x					
	b. Are teaching objectives relevant group? No targeted group stated.								
3.	Is game based on real-life mituation	s and decisions?			x				
4.	4. Does winning require knowledge rather than luck?								
5.	Does the game improve attitudes towa	1				x			
6.	Does the game sequire high levels of	×							
7.	Time								
	a. Is the time required to play the in terms of normal classroom per	•			x				
	b. Can the gran be adopted to diffe	rent time limits easily?					×		
	c. Does the amount of learning just preparing students to play the g						x		
7	d. Does the amount of learning just playing the gore?	ify the time spent in			x				
8.	Flexibility								
	a. Can the game be adapted to appearing groups and retain its educat						x		
	b. Can the game content be changed different ability levels within its educational value?	•				x			
9.	Does the grme teach or test, i.e., c without beetground learning?	on the game be played					х		
10.	Mathematical Calculations								
	a. Is the game constructed to an action for mathematical coloulations?	eliminate the need					x		
-	the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second secon	ويتعدد والمراوية والمواريات والمراوي والمراوية والمراوية والمراوية والمراوية والمراوية والمراوية المراوية والمراوية والمراوية		J.			4~ ~ ~		



E DUC.	ATIONAL POSSIBILITIES - Contid.	No		Somewhat		Yes
	b. If math is required, what calculations are used?				///	///
STUD	ENT INTEREST					
1.	Is the game aesthetically appealing? (colors, artwork, etc.)					x
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3.	Is game constructed so competition does not interfere with learning?					×
*4.	Number of Players  a. Can the game he played by both individuals and teams?					x
	b. CAn all participate actively?					х
	c. Can it be played by only one? (colitaire version)			x		
	d. Can the game be played without teacher supervision?					×
5.	Rules and Directions  a. Are the rules and directions concise?					x
	b. Are the rules and directions fully explanatory of the game?					x
	c. Are the rules and directions easily understood?	<u> </u>				×
-	d. Are suggestions made to the teacher for summarizing the content learned in the game?	×				
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					×
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usebility of the game?)					×
	b. In use, do the parts junction wall?				-	×
		d	1		1	.1

РНҰ	SICA	L CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	(
3.	Phy	sically Handicupped (Blind, Spastic, Deaf, Paraplegic)						
	<b>a.</b>	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				so	ne c	an
•	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)	,				×	
	C.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						
4.	Con	sumable Materials				1	///	1
	a.	Are consumable materials inexpensively replaced?						
		Approximate replacement cost of consumable materials						
,	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or an the game be played with missing parts?		//			<i>x</i>	
******	c.	Are playing pieces unlikely to disappear?			<del> </del>		×	1
5.	Ext	ra Equipment		<del>                                     </del>		-	-	
	<b>a</b> ,	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					×	
	ъ.	If equipment is necessary, what kinds?						

SHARP SHOPPER emphasizes consumer practices in the areas of food, clothing, shelter, and finance. Situation cards in these four areas point out useful facts, tips, and pitfalls of consumer provinces which would be of utmost importance to the adult student. Blank cards are included in the game so that additional situations may be added. Also, variations for play are suggested in the rules. Situations must be read aloud in order to acquire the knowledge but it is possible to play the game without reading aloud, thus greatly reducing the possibility of any learning. A few of the situation; represent judgments with which we might not agree.

DEOT	NON	AVAIL	AD.	•
KF21	CUPY	AVAIL	'nDL	١.

Publisher Urban Systems, Inc.

SMOG

Suggested Number of Players 224

Pub1	lication Date 1970 *See Stude	nt Interes	t, q	uest	ion	4	
Cost	\$11.00 Reading Le	vel require	ed t	o re	ad r	ules	7.9
	Reading Le	vel require	ed t	o p1	ay g	ame_	9.9
Ebuc					omewhat		
	CATIONAL POSSIBILITIES		No		оше		Yes
1.	Is the information accurate?		24		S		×
2.	Objectives						
	a. Are teaching objectives clear?		,			х	
	b. Are teaching objectives relevant to targeted stu group?	dent	·		ж		
3.	Is game based on real-life nituations and decir loss?			×			
4.	Does winning require impuledge rather than luck?				х		
5.	Does the game improve attitudes toward learning?					ж	
6.	Does the gara require high levels of cognitive behav	ior?	_			ж	
7.	Time						
	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?		x				
	b. Can the game be adapted to different time limits	easily?					×
****	c. Does the amount of learning justify the time spe preparing students to play the game?	nt in				ж	
	d. Does the amount of learning justify the time spe playing the game?	nt in				x	
8.	Flexibility						
	a. Can the game be adapted to appeal to different age groups and totain its educational value?		x				
	b. Can the game content be changed to meet the need different ability levels within age groups and r its educational value?		×				
9.	Does the game teach or test, i.e., can the game be p without background learning?	layed					×
10.	Mathematical Colculations						
	a. Is the game constructed so as to eliminate the n for mathematical calculations?	reed	x				
	THE PARTY AND ADDRESS OF THE PROPERTY AND ADDRESS OF THE PARTY ADDRESS OF THE PARTY ADDRESS OF THE PARTY ADDRESS OF THE PARTY ADDRESS OF THE PARTY ADDRESS OF THE PARTY ADDRESS OF THE PARTY ADDRESS OF THE PARTY ADDRESS OF THE PARTY ADDRESS OF THE PARTY ADDRESS OF THE PARTY ADDRESS OF THE PARTY AD		_			-	-

EDUCATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?  Addition, subtraction	No		Somewhat		res	
STUDENT INTEREST						
1. Is the game aesthetically appealing? (colors, artwork, et	:c.)				×	
2. Does it appear that students will remain actively involve motivated without prodding or encouragement by instructor				×		
3. Is game constructed so competition does not interfere wit learning?	:h	x				
*4. Number of Players  a. Can the game be played by both individuals and teams?	'				x	
b. Can all participate actively?					×	
c. Can it be played by only one? (solitaire version)	x					
d. Can the game be played without teacher supervision?			x			
5. Rules and Directions						
a. Are the rules and directions concise?	×	<del> </del>		<del> </del> -		
b. Are the rules and directions fully explanatory of the	e game?	<u> </u>	×			-
c. Are the ruler and directions easily understood?		×				
d. Are suggestions made to the teacher for summarizing content learned in the game?	the x					
PHYSICAL CHARACTERISTICS						1
<ol> <li>Is the game ensy to store? (Is it self-contained? Can into file cabineto, drawers, shelves, or other areas acc to the classroom teacher?)</li> </ol>	it fit essible				x	
2. Use and Durability						
game parts of the game last over a period of time?  game parts made of durable materials? Will the effe heat, cold, and humidity be negligible upon the mate and the usability of the game?)	ct of	,			x	
b. In use, do the parts function well?			×			1
والمستنبي والمستنبي والمستنب والمستنب والمستنب والمستنب والمستنب والمستنب والمستنب والمستنب والمستنب والمستنب			-	<u></u>	-	**

РНҮ	'SICA	AL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3.	Phy	vsically Handicopped (Blind, Spastic, Deaf, Paraplegic)					
		Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)			80 X	me c	an
,	b.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)			x		
	с.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4.	Con	sumable Materials	<del>                                     </del>	/_/	<i>( (</i>	/_/_	
	۵.	Are consumable materials inexpensively replaced?			?		
		Approximate replacement cost of consumable materials No instruction given as to replacement of consumable materials.					
	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?		- shawa	×	/	7.7.
	c.	Are playing pieces unlikely to disappear?	-	×			
5.	Ext	ra Equipment					
	<b>a.</b>	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					ж
	b.	If equipment is necessary, what kinds?					

SMOG requires players to become a town's Air Quality Manager and thus players are faced with decisions and complexities involved in controlling the quality of the air over this town. SMOG enables players to understand different sides of the pollution question and in regard to policy decision making. It is probably too difficult for most Adult Basic Education students or lower ability high school students. However, it could be educational value to more able groups and might be used in Science, Social Studies, or Consumer Education classes. It is necessary to play several times in order to get full benefits.



~~		10	
SOU	יון	'S	ON

Pub1	isher Didactron Inc. Suggested Number of	f Play			•	uunu nant
Pub1	ication Date 1970 *See Student Inter	est, q	uest	ion	4	<del></del>
Cost	? Reading Level requ	ired t	o re	ead r	ules	, <u>8.7</u>
	Reading Level requ	ired t	o p1	lay g	game_	4.1
		1		lat	1	1 1
E <b>DU</b> C	ATIONAL FOSSIBILITIES			omewha		
1.	Is the information accurate?	No	x	Sor		Yes
2.	Objectives		-			
	a. Are teaching objectives clear?				ж	
	b. Are teaching objectives relevant to targeted student group?				×	
3.	Is game based on real-life nituations and decisions?			x		
4.	Does winning require knowledge rather than luck?	x				
5.	Does the game improve attitudes toward learning?		×			
6.	Does the gere require high levels of cognitive behavior?	x				
7.	Time					
	a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
	b. Can the game he adapted to different time limits easily?					×
	c. Does the amount of learning justify the time spent in proparing students to play the game?		×			
	d. Does the amount of learning justify the time spent in playing the game?		×			
8.	Flexibility					
	a. Can the game be adapted to appeal to different age groups and setain its educational value?	x				
	b. Can the game convent be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9.	Does the game teach or test, i.e., can the game be played without background learning?					×
10.	Mathematical Calculations					
	a. Is the game constructed so as to eliminate the reed for motherstical calculations?		-			x



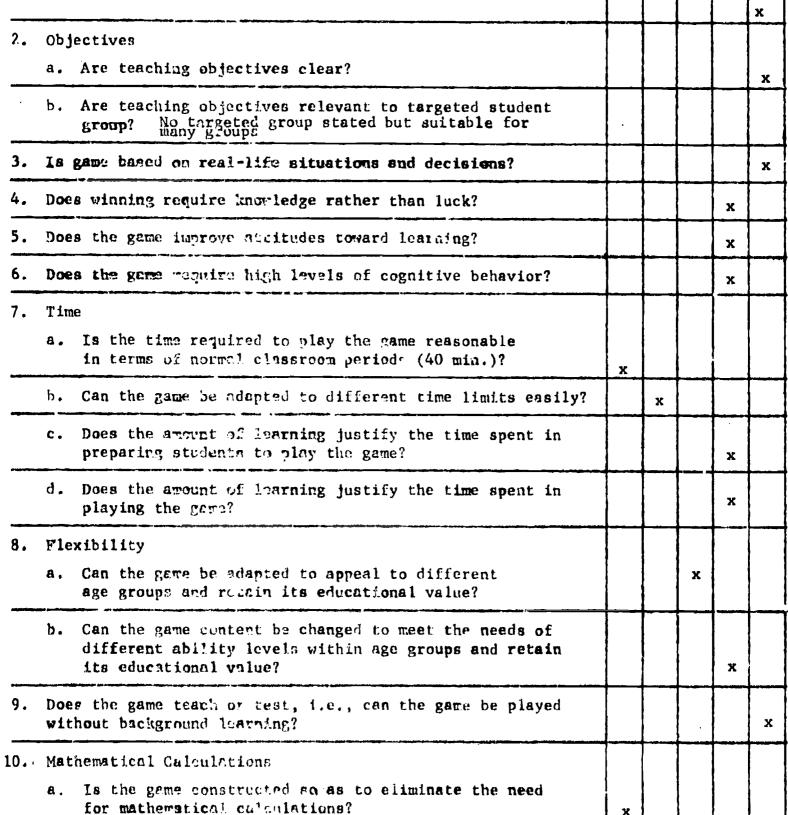
				omewhat		,
EDUCA	ATIONAL POSSIBILITIES - Cont'd.	No		no S		Yes
	b. If math is required, what calculations are used?					
STUDE	ENT INTEREST					
1.	Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		×			
3.	Is game constructed so competition does not interfere with learning?					×
*4.	Number of Players					
	a. Can the game be played by both individuals and teams?				×	
	b. Can all participate actively?					х
	c. Can it be played by only one? (solitaire version)		×			
**************************************	d. Can the game be played without teacher supervision?			ж		
5.	Rules and Directions					
	a. Are the rules and directions concise?					x
	b. Are the rules and directions fully explanatory of the game?					ж
	c. Are the rules and directions easily understood?					×
	d. Are suggestions made to the teacher for summarizing the content learned in the game?					ж
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					×
2,	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat cold and humidity be negligible upon the materials and the usability of the game?)					×
	b. In use, do the parts function well?			x		
	ر به ما در المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع	_	di establica	***	-	



		BEST COPY AVAILABLE			Somewhat		
PHY	SICA	L CHARACTERISTICS - Cont'd.	o N		Som(		Yes
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
	<b>a.</b>	Could a physically handleapped person play the game? (I.e., toking into account that another student could spin a spinner, throw and/or read dice, rove tokens, etc., for the handleapped person if necessary, build the game then be playable to the handleapped?)				som	e cai
	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, otc., can easily be adapted for blind students by using a stylus.)					ж
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)			×		
4.	Con	surable Materials	///	///	//		
	a.	Are consumable materials inoxpensively replaced?	Y//				
		Approximate replacement cost of consumable materials					
44	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					ж
******	c.	Are playing places unlikely to dicappear?	1	×			
5.	Ext	ra Equipment:					
	a.	Is the game constructed or in to aldminate the need for extre equipment auch as overhead projectors, filmstrip mechine, atc.?					×
	b.	If equipment is necessary, what kinds?					

SOUPS ON is merel to held to an understanding of a balanced diet. However, the game is played like binge, there are no decision to be made and only luck is involved in the winning of the game. Students may obtain some misinformation because all foods are grouped in the following six entegories: mostly protein, vegetable, mostly fat, fruit, milk, and starch. This would account most students since the categories do not adhere to any specific pattern such as nutritional groups or food groups. Also, the "mostly starch" group includes such things as are generally thought of as in the milk and me groups, respectively. Players are attracted to the game at first but soon become bored.

REQUIREMENTED	SWINDLEI			aximum	
Publisher Changing Times Education S Publication Date 1971	ervice Suggested Number *See Student Int				-1
Cost \$42.50 (entire resource unit)	Reading Level re	e <b>q</b> uired to r	ead rul	es 4.8	
	Reading Level re	quired to p	lay gam	ne <u>4.8</u>	
EDUCATIONAL POSSIBILITIES  1. Is the information accurate?	•	No	Somewhat	X Y	
2. Objectives					
a Ara tanahina ahinatinan ala		1 1	1 1	1 1	



EDUC/	ATIONAL POSSIBULITIES - Cont'd.  b. If math is required, what calculations are used?  addition, subtraction	ON		Somewhat		Yes	
STUDI	ENT INTEREST						
1.	Is the game desthetically appealing? (colors, artwork, etc.)				×		
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				ж		
3.	Is game constructed so competition does not interfere with learning?			x			
*4.	Number of Players						
s1 <del></del>	a. Can the game be played by both individuals and teams?					x	
	b. Can all participate actively?			<u> </u>		х	
-	c. Can it be played by only one? (solitaire version)	ж					
	d. Can the game be played without teacher supervision?					х	
5.	Rules and Directions  a. Are the rules and directions concise?		х				
	b. Are the rules and directions fully explanatory of the game?					x	
	c. Are the rules and directions easily understood?					×	1
<b>QUITE</b> CO. A.	d. Are suggestions made to the teacher for summarizing the content learned in the game?					x	
PHY	SICAL CHARACTERISTICS						1
1.	Is the game ensy to store? (Is it self-contained? Can it fit into file cabinets, drovers, shelves, or other areas accessible to the classroom tealher?)					×	
2.	Use and Durobility						1
	a. Will parts of the game last over a period of time? (Are game parts may of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the unability of the game?)					×	
	b. In use, do the parts function rell?	1				х	1

РН	rsic	AL CHARACTERISTICS - Cent'd.	No		Somewhat		sə	
3.		vsically Handicapped (Blind, Spostic, Deaf, Paraplegic)	-=		03		-	
	a.				•		some	c.
******	<b>b</b> .	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)	•				x	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						
4.	Cor	sumable Materials	<del>                                     </del>			<u> </u>	77	<u> </u>
	a.	Are consumable materials inexpensively replaced?					.,	
		Approximate replacement cost of consumable materials						
	b.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?	//		//_	_3,	7.7	
	c.	Are playing pieces uplikely to disappear?	-	- Apr-110-			×	
5.	Ext	ra Equipment				х		
	8.	Is the game constructed so he to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	x					
	b.	If equipment is necessary, what kinds? Duplicating machine needed for copies of some forms.						

SWINDLE is included in The Marketplace, a resource kit for teaching consumer education and cannot be purchased separately. Players of SWINDLE try to make wise choices and to avoid gyps and frauds. Players learn to evaluate and investigate choices before they decide upon their purchases. Students receive valuable experiences in decision making in areas which are very relevant to the Adult Basic Education Student. SWINDLE is somewhat fun to play but it can be played only one or two times because students will be able to memorize the results of purchases and thus play without learning.

Pub1	isher Paul S. Amidon & Associates, Inc. Suggested Number of E	21ay	era	14	4	
Pub 1	ication Date 1972 *See Student Interest	, q	uest	ion	4	
Cost	\$40.00 Reading Level require	ed t	o re	ad r	ules	8.8
	Reading Level require	d t	o pl	ay g	ame_	12.6
EDUC	ATIONAL POSSIBILITIES			omewhat		
1.	Is the information accurate?	No		Son	×	Yes
2.	Cbjectives					
	a. Are teaching objectives clear? Not stated.					
s <del></del>	b. Are teaching objectives relevant to targeted student group? H.S. sophomore to seniors are interested in buying cards.					?
3.	Is game based on real-life mituations and decisions?					x
4.	Does winning require knowledge rather than luck?	<del></del>		х		
5.	Does the game improve attitudes toward learning?			ж		
6.	Does the gene require high levels of cognitive behavior?			x		
7.	Time	-				
	a. Is the time required to play the game reasonable in talms of normal classroom periods (40 min.)?	x				
	b. Can the game be adapted to different time limits easily?	x				
	c. Noes the amount of learning justify the time spent in preparing students to play the game?				×	
	d. Does the amount of learning justify the time spent in playing the game?				×	
8.	Flexibility					
-	a. Can the game be adapted to appeal to different age groups and retain its educational value?	×				
	b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9.	Does the game reach or tect, i.e., can the game be played without background learning?					ж
10.	Mathematical Calculations					
	a. Is the game constructed so as to eliminate the need for mathematical a laulations?	x				



	COPY AVAILABLE. ATIONAL POSSIBILIT - Conc. d.			omewh <b>a</b> t		S
	b. If math is required, what calculations are used? Addition, subtraction, multiplication.	No		); 		Yes
TUD	ENT INTEREST					<b> </b>
1.	Is the game aesthetically appealing? (colors, artwork, etc.)				ж	
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		×			
3.	Is game constructed so compatition does not interfere with learning?					×
4.	Number of Players  a. Can the game be played by both individuals and teams?				x	
	b. Can all participate actively?					×
	c. Can it be played by only one? (solitaire version)			х		
	d. Can the game be played without teacher supervision?		ж			
5.	Rules and Directions					1
	a. Are the rules and directions concise?		ж			
	b. Are the rules and directions fully explanatory of the game?					\\ \
	c. Are the rules and directions easily understood?			x		
	d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)		,			×
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)		:			×
*******	b. In use, do the parts function well?					×

РНҰ	SICA	L CHARACTERISTICS - Cont'd.	No	Somewhat		Yes
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)				
	a.	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person 12 necessary, would the game then be playable to the handicapped?)			som	can.
	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)				ж
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)				×
4.	Con	sumable l'aterials				
	a.	Are consumable materials inexpensively replaced?		?		
		Approximate replacement cost of consumable materials No instructions given as to purchase or duplication of consumable materials.				
	ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x
***************	с.	Are playing pieces wellikely to disappear?			×	
5.	Ext	ra Equipment				
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?				x
4	ь.	If equipment is necessary, what kinds?				

WHEELS is a simulation in which players assume different roles and undertake the decisions and financial costs of owning and operating an automobile. The simulation takes a very realistic approach to the problem of automobile purchase and operation and includes such factors as insurance, unexpected happenings, repairs, gas mileage, etc. Teachers or students must read the introduction and pages on injurance and credit which could be boring to students. The publisher claims that the information is based on actual records (i.e., repair records in the simulation are from real uppair records of the cars represented). The simulation provides the apportunity for each player to win if reasonable decisions are made and if their luck is good. WHEELS involves a considerable amount of reading and work with charts which may be beyond the ability of Adult Basic Education students. If the reading level were lower, it would aid students with limited reading ability. The simulation has much educational potential but was not as much fun for our students as many other calucational games.



Publisher Urban Systems, Inc.

Publisher Urban Systems, Inc. Suggested Number of I									
	ication bate 1970	*See Student Inceres	•						
Cost	\$8.50	Reading Level requir					** <del></del>		
		Reading Level requir	red t	o pl	ay g	ame_	9.8		
EDUC	ATIONAL POSSIBILITIES				omewhat				
1.	Is the information accurate?		No		Sog		×Yes		
2.	Objectives								
	a. Are teaching objectives clear?						x		
	b. Are teaching objectives relevant to group?	o targeted student					x		
3.	Is game based on real-1 re situations	and decisions?					ж		
4.	4. Does winning require knowledge rather than luck?		x						
5.	Does the game improve actitudes toward learning?					х			
6.	Does the game require high levels of cognitive behavior?			x					
7.	Time								
	a. Is the time required to play the gin terms of normal classroom perio	-	x						
	b. Can the game be adapted to differe	ent time limits easily?				ж			
	c. Does the amount of learning justif preparing students to play the gam				ж				
	d. Does the amount of learning justif playing the game?	y the time spent in			x				
8.	Flexibility								
	a. Can the game be adapted to appeal age groups and retain its education		×						
	b. Can the game content be changed to different ability levels within ag its educational value?			x					
9.	9. Does the game teenh or st, i.e., can the game be played without background learning?						ж		
10.	Mathematical Calculations								
	a. Is the geme constructed so as to a for mathematical calculations?	liminate the need	х						



Zouc.	ATIONAL POSSIBILITIES - Cont [†] d.  b. If math is required, what calculations are used?  Addition, subtraction	NO	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	Somewhat		Yes	
STUD	ENT INTEREST						
1.	Is the game aesthetically appealing? (colors, artwork, etc.)					ж	
2.	Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x	
3.	Is game constructed so competition does not interfere with learning?	×					
*4.	Number of Players  a. Can the game be played by both individuals and teams?	ж					
•	b. Can all participate actively?					x	
ستيخانيه .	c. Can it be played_by only one? (solitaire version)	3			1		
•	d. Can the game be played without teacher supervision?			×			
5.	Rules and Directions  a. Are the rules and directions concise?			×			
	b. Are the rules and directions fully explanatory of the game?					ж	
-	c. Arc the rules and directions easily understood?					×	
****	d. Are suggestions unde to the teacher for summarizing the content learned in the gaza?	×					
PHY	SICAL CHARACTERISTICS						Ì
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, chelves, or other areas accessible to the classroom teaccer?)					×	
2.	Use and Durability						
	a. Will part, of the same last over a period of time? (Are game parts made of durable materials? Wil' the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x	
	b. In use, do the parts function well?					×	1



РИХ	SICA	L CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
	a,	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinnar, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					som x	e car
videntality.	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x	
	c.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						
4.	Con	sumable Materials	<del> </del>	f-/ /	<b>1</b>		1.7	
	a.	Are consumable materials inexpensively replaced?			?			
		Approximate replacement cost of consumable materials No instructions given as to replacement of concumable materials.						
	Ъ.	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?			x			
Alley - water	c,	Are playing pieces unlikely to disappear?						
5.	Ext	ra Equipment	<del> </del>	×	1	-		
	a. ,	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					×	
	ъ.	If equipment is necessary, what kinds?						

WOMEN'S LIB is a game in which the players roleplay a character (each with a specific set of goals) and his/hor attitudes toward the Women's Liberation Movement. During the game, ten major issues are discussed, debated, and voted upon. (Background material is provided for each character on every 'ssue.) Players may gain insight into the various viewpoints regarding the status or "place" of women. The game is related to consumer education in that the status of women in the Semily and in the society affects consumer behavior.

Publisher American School Food Service

Publisher American School Food Service  Publication Date 1270 Association  Cost \$1.00  Suggested Number of Assectation Assectation (5 or more must use Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Level requing Reading Rea				est, question 4 2 decks of cards) ired to read rulcs 6.7							
	CATIONAL POSSIBILITIES  Is the information accurate?		CN	ж	Somewhat		Yes				
2.	Objectives  a. Are teaching objectives clear? None	stated.									
41.4	b. Are teaching objectives relevant to group? No targeted group stated.	tarmeted student									
3.	ls game based on real-life ninuations an	nd decis≾%ns?		ж							
4.	Does winning require knowledge rather th	nan luck?	ж								
5.	Does the game improve attitudes toward learning?			x							
6.	Does the game require high levels of cognitive behavior?		х								
7.	Time  a. Is the time required to play the gam in terms of normal classroom periods	nc reasonable 3 (40 min.)?					×				
	b. Can the game be adapted to different	time limits easily?					x				
#180 to 1,000	c. Does the amount of learning justify preparing students to play the game?	the time spent in	x								
**********	d. Does the amount of learning justify playing the game?	the time spent in	x								
8.	Flexibility										
entata in a	a. Can the game be adapted to appeal to age groups and retain its educations	different 1 value?	ж								
	b. Can the game content be changed to m different ability levels within age its educational value?	eet the needs of groups and retain	x								
9.	Does the game teach or test, i.e., can twithout background learning?	he game be played					x				
10.	Mathematics1 Calculations										
	a. Is the game constructed so as to eli for mathematical calculations?	minate the need					х				



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EDUC	ATIONAL POSSIBILITIES - Cont'd.  b. If math is required, what calculations are used?	No		Somewhat		Yes
STUD	ENT INTEREST					
1.	Is ' : game aesthetically appealing? (colors, artwork, etc.)				×	
2.	Doc. it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		x			
3.	Is game constructed so competition does not interfere with learning?					×
*4.	Number of Players  a. Can the game be played by both individuals and teams?	ж				
	b. Can all participate accively?					х
	c. Can it be played by only one? (solitaire version) One could be devised by teacher.			×		
	d. Can the game be played without teacher supervision?				×	
5.	Rules and Directions  a. Are the rules and directions concise?	-1				×
	b. Are the rules and directions fully explanatory of the game?					х
	c. Are the rules and directions easily understood?			<del> </del>	×	
	d. Are suggestions made to the teacher for summarizing the content learned in the game?	×				
PHY	SICAL CHARACTERISTICS					
1.	Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					×
2.	Use and Durability					
	a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					×
***************************************	b. In use, do the parts function well?					
-	TO THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERT		<u></u>	1		X



РНУ	SICA	L CHARACTERISTICS - Cont'd.	Nc		Somewhat		Yes	
3.	Phy	sically Handicapped (Blind, Spastic, Deaf, Faraplegic)						
	<b>a.</b>	Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				som	e cai	3
	ъ.	Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					×	
	C.	Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)	,			ж		
4.	Con	sumable Materials	1//	77	1	17	17	1
•	a.	Are consumable materials inexpensively replaced?						
		Approximate replacement cost of consumable materials  No materials are consumable.						
	b .	Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				×		
-	c.	Are playing pieces unlikely to disappear?				1,		1
5,	Ext	ra Equipment			<del> </del>	-		1
	a.	Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					×	
*********	ъ.	If equipment is necessary, what kinds?						1

YUMMY RUMMY is a card game in which players try to assemble a complete meal of a main dish, fruit and/or vegetable, bread, and milk. Due to the fact that the game can be played by attention to colors without regard to foods, learning may be minimal. Since the game is extremely simple and winning is almost entirely luck, the game can soon become boring to both youth and adults. Or eximplification of point values and unusual classifications of some foods may lead to players acquiring misinformation. For example, peanut butter and cottage cheese are included with such foods as jelly in the "other foods" group rather than a part of the Basic Four. Cheese is not included in the milk group and equivalent points are given for a hot dog and for two eggs with a stack of pancakes. Amounts of foods are not indicated and pictures may be misleading in regard to amounts.

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